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IDENTIFIERS	*Houston Community College System TX

ABSTRACT

The Houston Community College System (HCCS) (Texas) is the third largest community college system in the state of Texas. Its five regional colleges offer workforce training programs, academic transfer courses, and continuing education. HCCS is the state-mandated workforce trainer for the city of Houston. More than 22% of the area's adult population (1,387,720) is African American, 32% is Hispanic, 37% is white, and 6% is Asian/Pacific Islander. In addition, 32% of households have incomes lower than $25,000, and 17% have incomes lower than $15,000. At least 56% of high school students are economically disadvantaged, and 19% are bilingual/ESL students. This fact book for HCCS provides a brief overview of each of the following areas: (1) Vision 2000-2003; (2) Values 2000-2003; (3) Mission 2000-2003; (4) Goals and Objectives 2000-2003; (5) Overview of the HCCS; (6) Elected Board of Trustees; (7) Board Member Districts Map; (8) Service Area Demographics; (9) Service Area Map; (10) Accreditations and Approvals; and (11) Partnerships, which includes tech prep articulation with high schools and articulation agreements with senior institutions. Trend data extends over 6 years, from 1995 through 2001. Contains more than 60 tables, figures, and graphs. (NB)

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IC030252

2001-2002 FACT BOOK

HOUSTON COMMUNITY COLLEGE SYSTEM
3100 Main
P.O. Box 667517
Houston, Texas 77266-7517

http://www.hccs.cc.tx.us

INFO-LINE
713-718-2000

OFFICE OF INSTITUTIONAL RESEARCH
713-718-8625

Winner of TAIR 1999 Award for Best Fact Book
Winner of SAIR 1999 Award of Merit for Outstanding Fact Book

The Houston Community College System seeks to provide equal educational opportunities without regard to race, color, religion, national origin, sex, age, or disability. This policy extends to employment, admission, and all programs and activities supported by the College.

BOARD AND ADMINISTRATION

Board of Trustees

Board Services 713-718-5026

Abel Davila, *Chairman*
Jay K. Aiyer, *Vice Chairman*
Yolanda Navarro Flores, *Secretary*
Herman Litt, *Deputy Secretary*
Bruce A. Austin
Herlinda Garcia
James R. Murphy
Christopher W. Oliver
Michael P. Williams, D.Min.

Administration

HCC-System 713-718-5000
Bruce H. Leslie, *Chancellor*

HCC-Central 713-718-6000
Jack Daniels, *President*

HCC-Northeast 713-718-8000
Margaret Forde, *President*

HCC-Northwest 713-718-5735
Zachary Hodges, *President*

HCC-Southeast 713-718-7020
Sylvia Ramos, *President*

HCC-Southwest 713-718-7748
Sue Cox, *President*

Charles Cook, *Vice Chancellor for Educational Development*
Patricia C. Williamson, *Vice Chancellor for Institutional Development*
José Villarreal, *Vice Chancellor for Economic Development*
Gloria Walker, *Vice Chancellor, Finance and Administration*

PREFACE

The Houston Community College System (HCCS) *2001-2002 Fact Book* provides statistical information about the college system. It is important for the reader to be aware that data presented in this publication may differ from statistics found in other system reports. Such variances may result from differences in the source of information used (IPEDS, CBMs, TEA, HCCS reports), the reporting period covered (semester, academic year), or the student base included (credit, noncredit, credit/noncredit combined). For the *2000-2001 Fact Book*, data sources were changed to include the HCCS OIR DataMarts and newly developed PeopleSoft extracts. In this edition, trend data has been extended to six years. To assist the reader, analytical statements have been added to some pages. The source of the information in each table and graph is cited, along with the date generated, the reporting period, and the students included.

The *2001-2002 Fact Book* is available online at http://www.hccs.cc.tx.us. Click on "HCCS Facts."

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VISION 2000-2003

Houston Community College System will be:

- An institution that is nationally recognized for its educational excellence and its commitment to learning.
- The educational institution of choice for those who seek academic advancement leading to professional careers, for those who seek skilled training for the workforce, those who seek to upgrade their skills to enhance preparedness for economic opportunity, and those who seek lifelong learning opportunities to enhance their quality of life.
- An integral part of the social, economic and educational life of the community through quality partnerships and responsiveness to community needs.

VALUES 2000-2003

The Houston Community College System affirms these values:

- Commitment to learning
- Dedication to excellence
- Academic integrity
- Respect for individual dignity and worth
- Appreciation for diversity
- Global awareness and involvement
- Civic responsibility
- Collaboration and partnerships
- Creative thinking

MISSION 2000-2003

The Houston Community College System is an open-admission, public institution of higher education offering associate degrees, certificates, academic preparation, workforce training, and lifelong learning opportunities that prepare individuals in our diverse communities for life and work in an increasingly international and technological society.

Houston Community College System will provide:

- Affordable and accessible education
- University transfer and general education
- Workforce development
- Customized training
- Continuing education
- Adult literacy and developmental programs
- Personal enrichment opportunities
- Comprehensive student support services
- An environment conducive to learning

Approved by the HCCS Board of Trustees, April 26, 2000.

GOALS AND OBJECTIVES 2000-2003

Goal 1. Focus on Student Learning in the Classroom

1.1 Select and implement multiple mechanisms for the evaluation and improvement of student learning in each discipline and program

1.2 Identify, in each course syllabus, activities and responsibilities that engage students in their own learning

1.3 Revise the Student Evaluation of Instruction and the Faculty Performance Appraisal to focus on student learning

1.4 Ensure that full-time instructors teach 60% of credit courses

1.5 Enhance support for adjunct faculty

Goal 2. Ensure Student Access and Success through Comprehensive Student Services

2.1 Create and market a "One Stop Shop" with extended hours in each college to expand access to services

2.2 Develop and implement a comprehensive student advisement and tracking system that creates individual learning plans to guide students from initial enrollment through completion of their goals

2.3 Develop and implement an orientation program that includes 75% of all new students

2.4 Expand on-line student services, resulting in use by 90% of all students

Goal 3. Develop and Maintain Outstanding Educational Programs

3.1 Develop six new workforce degree programs

3.2 Revise and expand the program review process

3.3 Evaluate the core curriculum

GOALS AND OBJECTIVES (Cont.)

3.4 All discipline committees, hubs and departments will create curricula that broaden students' perceptions of the world

3.5 Develop and implement an instructional technology equipment/software plan that defines a system-wide three-year purchase, recycling and maintenance process

Goal 4. Ensure a Quality Learning Environment

4.1 Establish and meet system-wide learning environment standards for all campuses, centers, and sites

4.2 Establish and meet system-wide standards for information technology to be used by students, faculty, and staff for equipment, software, training, and support

4.3 Achieve SACS compliance at all college libraries

4.4 Increase resources for improving the learning environment by: (a) growing external funding by $1 million per year through development activities, and (b) reallocating $250,000 per year through efficiency measures

4.5 Strengthen staff needed to maintain a quality learning environment

Goal 5. Connect the Learning College to the Local and Global Community

5.1 Strengthen linkages with the external community

5.2 Develop strategies for increasing community support

Approved by the HCCS Board of Trustees, June 22, 2000; Updated February 26, 2002.

OVERVIEW

The Houston Community College System stands as a model for urban community colleges across the nation, through partnerships with the business community, other educational institutions and numerous public agencies. Since its inception in 1971, the college system has touched the lives of more than a million individuals in the greater Houston area, which boasts a population of 4.2 million. To serve Houston's growing population, HCCS embarked on a facilities expansion plan beginning in Fall 1997, opening nine new facilities and the 3100 Main administrative center. The new Alief Center opened in Fall 2001, the Willie Lee Gay Hall on Highway 288 is scheduled for opening in Fall 2003, and land is being purchased for the future Missouri City center. A new comprehensive Ten-Year Facility Master Plan was completed in 2002, which will guide future expansion.

HCCS is the third largest community college system in the State of Texas and the largest on the Texas Gulf Coast. Its five regional colleges offer workforce training programs, academic transfer courses and continuing education to one of the largest and most diverse student bodies in the country. In addition to the Learning College initiative, HCCS is implementing a new Student Success Model, which offers a comprehensive approach to providing student support services. The two initiatives are designed to enhance student learning in the classroom, to ensure student access and success through comprehensive student services and to develop and maintain outstanding educational programs in a quality learning environment. Evaluation of the initiatives will be based on specific outcome measures that indicate student success, such as retention in higher education, number of program completions and student placement in jobs.

As the state-mandated workforce trainer for the city of Houston, with a commitment to intellectual growth, economic expansion and community development, the college system has developed a broad range of programs and services to ensure that no group of individuals is without resources to reach its goals. The ACT Center is a new resource for workforce training added by HCCS in 2001. Located at 3100 Main, the ACT Center offers over 1200 online continuing education courses, professional and licensure certification testing, specialized skills assessment and customized corporate workforce training services. This comprehensive approach to education will be the key to the economic vitality of this city in the coming years.

ELECTED BOARD OF TRUSTEES

	DISTRICT	TERM EXPIRES
Yolanda Navarro Flores, *Secretary*	I	12/2007
Bruce A. Austin	II	12/2007
Herlinda Garcia	III	12/2003
Michael P. Williams, D.Min.	IV	12/2005
Herman Litt, *Deputy Secretary*	V	12/2005
James R. Murphy	VI	12/2003
Jay K. Aiyer, *Vice Chairman*	VII	12/2007
Abel Davila, Chairman	VIII	12/2003
Christopher W. Oliver	IX	12/2005

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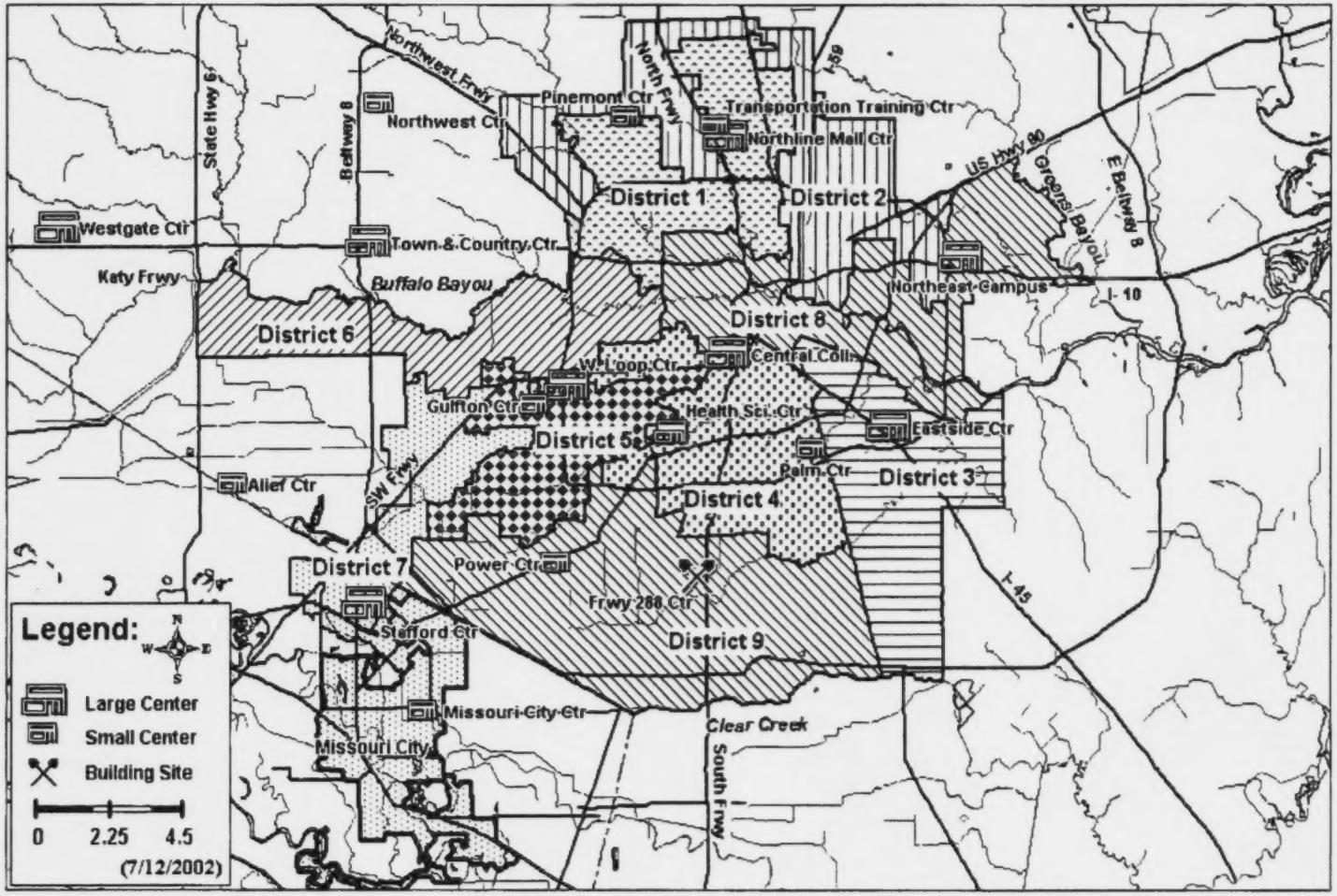
BOARD MEMBER DISTRICTS MAP



Source: Tiger Reference files from GIS Mapping Program by MapInfo, Inc., 1995; HCCS boundaries compiled from MapInfo city boundaries, 2001 Redistricted Board of Trustees Boundaries, October 2001.

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SERVICE AREA DEMOGRAPHICS

The total HCCS Service Area includes the portion of Missouri City located in Fort Bend County, and six school districts: Houston ISD, Alief ISD, Katy ISD, North Forest ISD, Spring Branch ISD, and Stafford MSD.

Population Information	2000
Total Population	1,917,279
Adult Population[1]	1,387,720
Adult Population[1] (% of total)	72.4%

Gender 2000	Total Population
Male	49.3%
Female	50.7%
Median Age - 33 yrs	

Household Information	2000
Total Households	668,742
Households with Income <$15,000/yr	17.0%
Households with Income <$25,000/yr	32.0%
Persons per Household	2.87
Households with Children	37.0%

Ethnicity 2000	Total Population	Adult Population
African American	23.3%	22.5%
Hispanic	36.0%	32.4%
Asian / Pacific Islander	6.0%	6.4%
White	33.1%	37.2%
Other	1.6%	1.5%

Income Information	2000
Average Household Income	$56,801
Median Household Income	$42,403
Average per Capita Income	$21,462

Education Attainment Information 2000 (25 yrs and over)	Number	Percent
No High School or GED	219,425	19.7%
High School/GED	273,744	24.6%
High School plus Some College[2]	201,317	18.1%
College Degree	418,025	37.6%

HCCS Service Area ISD Information for 1999-2000

High Schools	Total Students K-12	Bilingual/ESL	Econ. Disadvantaged	HS Graduates (prior yr)[3]	Dropout[3]
57	414,050	19%	56%	17,191	10.1%

[1] "Adult Population" refers to 18 years and over.

[2] "High School plus Some College" includes those persons with a high school diploma and some college.

[3] Excludes high schools in Missouri City.

Source: Applied Geographic Solutions (AGS) 2000 on PCensus CD-ROM, TETRAD Computer Applications, Inc., 2000; U.S. Census 2000 Redistricting Data for 2000 Population, Ethnicity and Households, June 2001; Texas State Data Center Population and Ethnic Projections to 2020; 2000-2001 Fall Collection, PEIMS Department, Fort Bend ISD; Child Nutrition Department, Fort Bend ISD; "Snapshot 2000-2001: 2000-2001 School District Profiles," Texas Education Agency, Division of Performance Reporting, www.tea.state.tx.us/perfreport/snapshot/.

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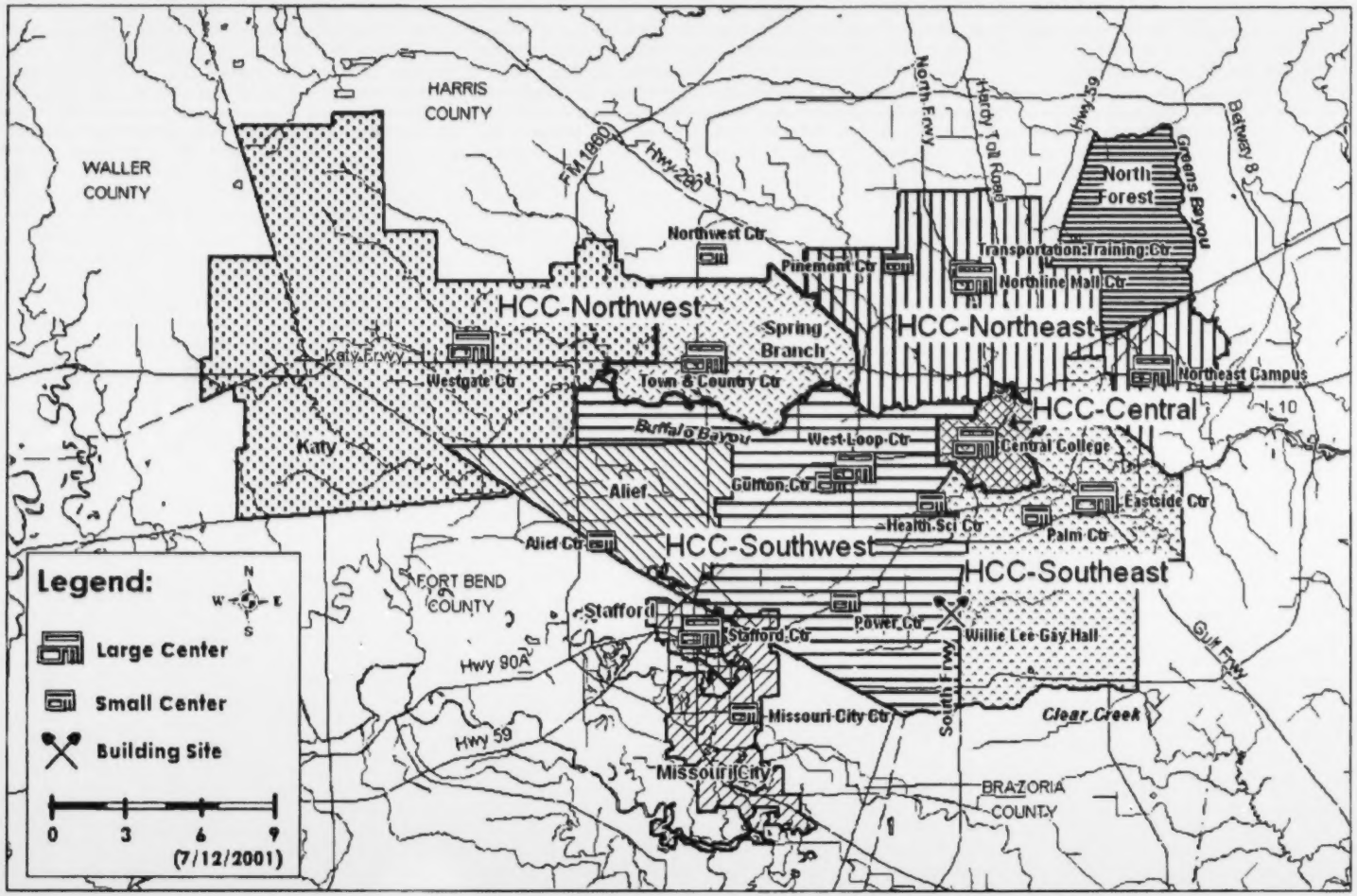
SERVICE AREA MAP



Source: Tiger Reference files from GIS Mapping Program by MapInfo, Inc., 1999; HCCS boundaries compiled from OIR boundary files and 1993 HCCS Administrative narratives.

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ACCREDITATIONS AND APPROVALS

SACS Accreditation

The Houston Community College System is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award the associate degree.

State Approvals

The Texas Higher Education Coordinating Board has approved college/university parallel offerings and programs in technical education.

The Texas Education Agency has approved programs for veteran education benefits.

National Institutional and Specialized Accreditations

Accreditation Council for Occupational Therapy Education
American Institute of Banking
American Society of Health-System Pharmacists
Commission on Accreditation of Allied Health Education Programs
Commission on Accreditation of Physical Therapy Education Association
Commission on Dental Accreditation of the American Dental Association
Council for Standards in Human Services Education
Federal Aviation Administration
Foundation for Interior Design Education and Research
Joint Review Committee on Education in Cardiovascular Technology
Joint Review Committee on Education in Radiologic Technology
Joint Review Committee on Educational Programs in Nuclear Medicine Technology
National Accrediting Agency for Clinical Laboratory Sciences
National Association for the Education of Young Children
National Association of Alcohol and Drug Abuse Counselors
National Association of Social Workers
National Certification Council for Activity Professionals
Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Texas Association of Alcohol and Drug Abuse Counselors
Texas Commission on Law Enforcement Officer Standards and Education
Texas Cosmetology Commission
Texas Court Reporters Certification Board
Texas State Board of Nurse Examiners
Texas State Board of Vocational Nurse Examiners

PARTNERSHIPS

TECH PREP ARTICULATION WITH HIGH SCHOOLS

High School	ISD
Elsik	Alief
Hastings	Alief
Kerr	Alief
Bellville	Bellville
Columbus	Columbus
Cy-Creek	Cy-Fair
Cy-Fair	Cy-Fair
Cy-Falls	Cy-Fair
Jersey Village	Cy-Fair
Langham	Cy-Fair
Clements	Fort Bend
Dulles	Fort Bend
Elkins	Fort Bend
I.H. Kempner	Fort Bend
Willowridge	Fort Bend
Austin	Houston
Barbara Jordan	Houston

High School	ISD
Bellaire	Houston
Davis	Houston
Furr	Houston
Jones	Houston
Kashmere	Houston
Law Enforcement/Criminal Justice	Houston
Lee	Houston
Madison	Houston
Tech. Middle College	Houston
Reagan	Houston
Sam Houston	Houston
Scarborough	Houston
Waltrip	Houston
Washington	Houston
Westbury	Houston
Wheatley	Houston
Worthing	Houston

High School	ISD
Katy	Katy
Mayde Creek	Katy
Taylor	Katy
Lamar	Lamar
Terry	Lamar
Forest Brook	North Forest
M.B. Smiley	North Forest
Sealy	Sealy
Spring	Spring
Westfield	Spring
Northbrook	Spring Branch
Spring Branch Career & Tech. Ctr.	Spring Branch
Spring Wood	Spring Branch
Stratford	Spring Branch
Stafford	Stafford
Brazos	Wallis Orchard
Weimar	Weimar

Source: Tech Prep in Texas/Education That Works Status Report, 2001.

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PARTNERSHIPS (Cont.)

ARTICULATION AGREEMENTS WITH SENIOR INSTITUTIONS*

Institution	Institution (Cont.)
Abilene Christian University	Texas Chiropractic College
Baylor University	Texas Christian University
Brigham Young University	Texas Lutheran College
Houston Baptist University	Texas Southern University
Johnson & Wales University	Texas Tech University
Lamar University	Texas Woman's University-Denton
LeTourneau University	Texas Woman's University-Houston
Midwestern State University	University of Houston
Our Lady of the Lake University	University of Houston-Clear Lake
Prairie View A & M University	University of Houston-Downtown
Sam Houston State University	University of North Texas
Southern Methodist University	University of St. Thomas
Southwest Texas State University	University of Texas-Arlington
Stephen F. Austin State University	University of Texas-Austin
Texas A & M University-Commerce	University of Texas-Galveston Med. Branch
Texas A & M University-College Station	University of Texas-Houston Health Science
Texas A & M University-Corpus Christi	University of Texas-San Antonio
Texas A & M University-Galveston	University of Texas- Southwestern Medical at Dallas
Texas A & M University-Kingsville	University of the Incarnate Word

* Agreements which guarantee transferability of specified courses from HCCS to senior institutions.

Source: HCCS Transfer Office, April 9, 2002.

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TUITION AND FEES—2001-2002

Schedule of Tuition and Fees

	TEXAS RESIDENTS		NON-TEXAS RESIDENTS
	In-District* Tuition and Fees	Out-of-District* Tuition and Fees	Out-of-State* Tuition and Fees
SEMESTER HOUR COURSES			
Per Credit Hour	$102 Minimum	$132 Minimum	$302 Minimum
1	$102	$132	$302
2	104	162	326
3	117	204	369
4	156	272	452
5	195	340	565
6	234	408	678
7	273	476	791
8	312	544	904
9	351	612	1,017
10	390	680	1,130
11	429	748	1,243
12	468	816	1,356
13	507	884	1,469
14	546	952	1,582
15	585	1,020	1,695

CONTINUING EDUCATION COURSES	
CEU Courses	Per course basis
Community Service	Per course basis
Adult Education	No tuition and fees
GED	$25 materials fee per course
Adult High School	$125 per course

* Laboratory fees are not included.

Source: HCCS 2001-2002 Catalog.

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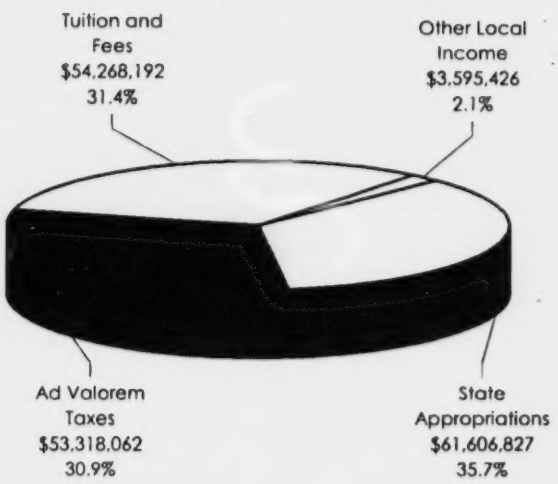
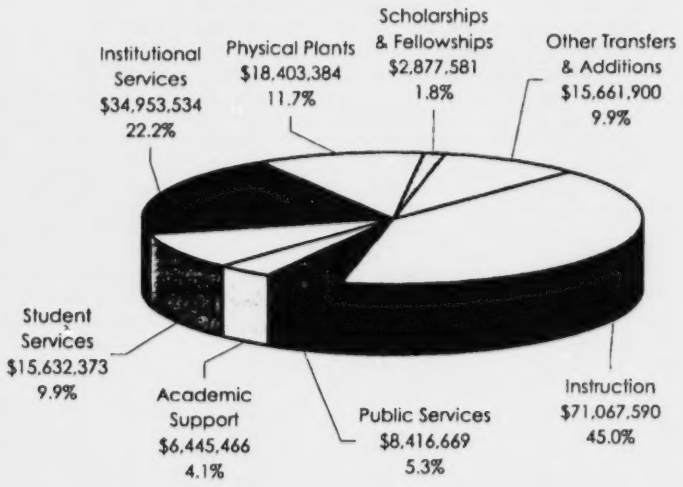
AUDITED UNRESTRICTED REVENUES AND EXPENDITURES—2000-2001

Distribution of Revenues



Total Audited Unrestricted Revenues = $172,788,507

Distribution of Expenditures



Total Audited Unrestricted Expenditures = $173,458,497

Source: HCCS Annual Financial Report for the Fiscal Year Ended August 31, 2001.

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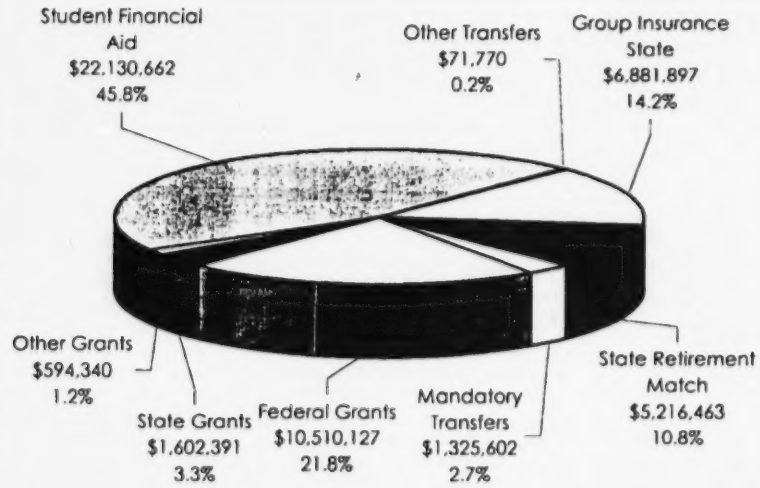
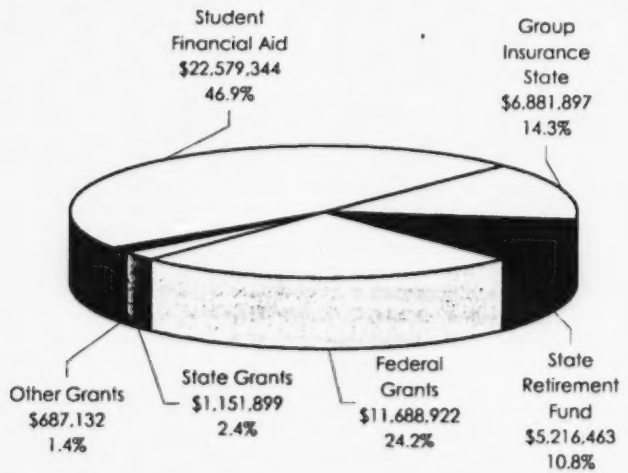
AUDITED RESTRICTED FUNDS—2000-2001

Distribution of Revenues



Distribution of Expenditures



Total Audited Restricted Revenues = $48,333,252

Total Audited Restricted Expenditures = $48,185,657

NOTE: Most of the increase in Student Financial Aid Expenditures was due to a mid-year conversion in accounting procedures, from a cash disbursement basis to a maximum obligation reporting basis.

Source: HCCS Annual Financial Report for the Fiscal Year Ended August 31, 2001.

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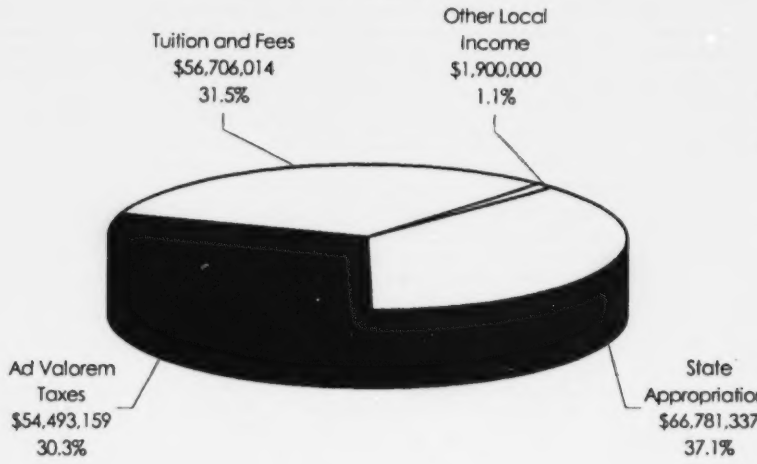
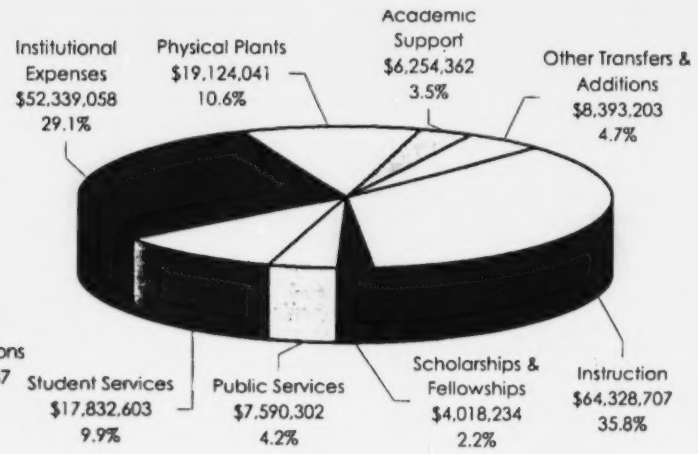
APPROVED BUDGET UNRESTRICTED REVENUES AND EXPENDITURES—2001-2002

Distribution of Revenues



Total Approved Budget Revenues = $179,880,510

Distribution of Expenditures



Total Approved Budget Expenditures = $179,880,510

Source: HCCS Fiscal Year 2001-2002 Budget, Unrestricted Funds.

TAX RATE—2001-2002

Tax Rate Per $100 Valuation	
HCCS	$ 0.081333
State Community Colleges (Average)	$ 0.146760

Source: Texas Association of Community Colleges, 2002, www.tacc.org/tax0001.html.

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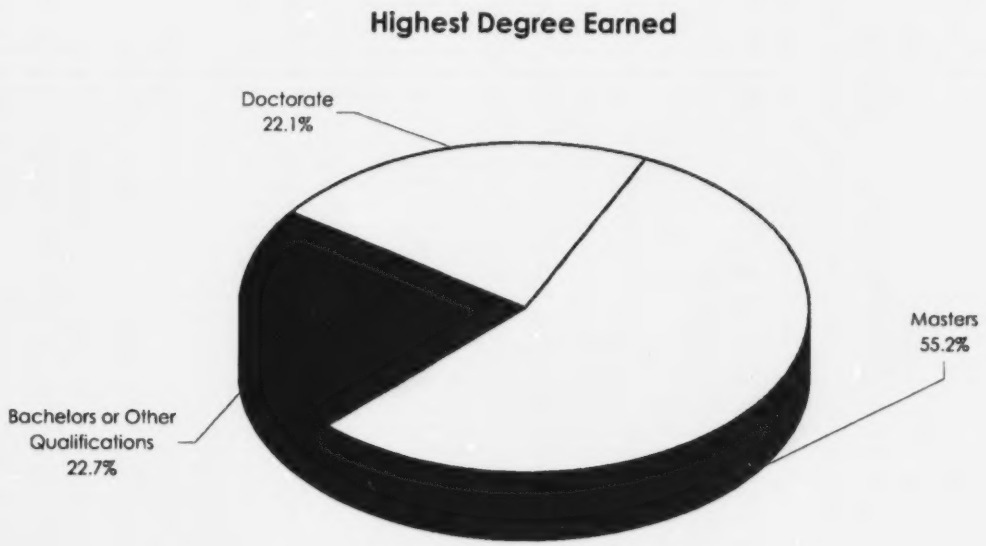
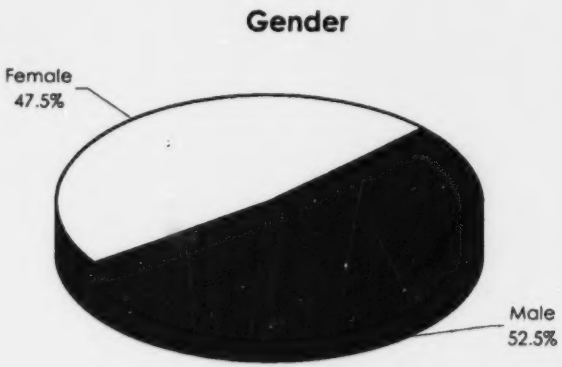
FULL-TIME FACULTY—FALL 2001

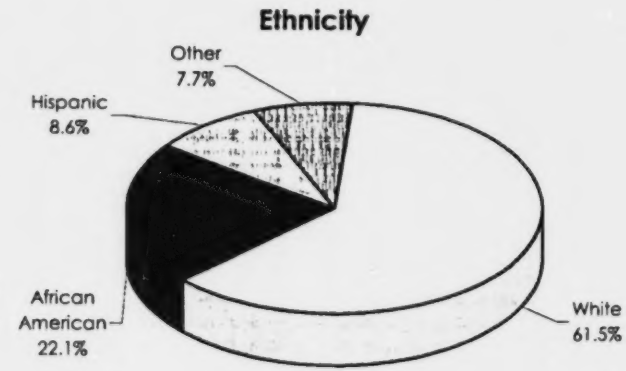


Total Full-Time Faculty = 741

Source: HCCS OIR DataMart Files, End of Term, Fall 2001.

FULL-TIME FACULTY—FALL 2001





Total Full-Time Faculty = 741

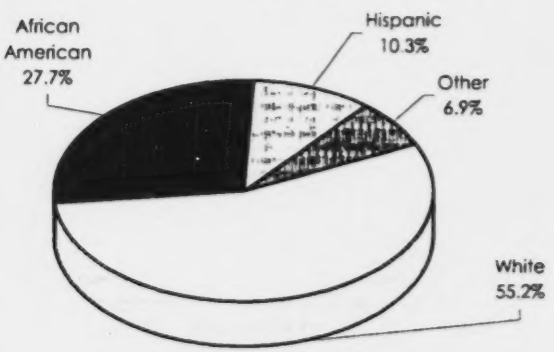
ETHNICITY	WHITE		AFRICAN AMERICAN		HISPANIC		OTHER		TOTAL	
GENDER	Female	Male	Female	Male	Female	Male	Female	Male	**Female**	**Male**
	215	241	85	79	27	37	25	32	**352**	**389**
TOTAL	**456 61.5%**		**164 22.1%**		**64 8.6%**		**57 7.7%**		**741 100%**	

Source: HCCS OIR DataMart Files, End of Term, Fall 2001.

PART-TIME FACULTY—FALL 2001

Gender

Ethnicity



Total Part-Time Faculty = 1,938

ETHNICITY	WHITE		AFRICAN AMERICAN		HISPANIC		OTHER		TOTAL	
GENDER	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	411	658	289	247	85	114	69	85	854	1,084
TOTAL	1,069 55.2%		536 27.7%		199 10.3%		134 6.9%		1,938 100%	

Source: HCCS OIR DataMart Files, End of Term, Fall 2001.

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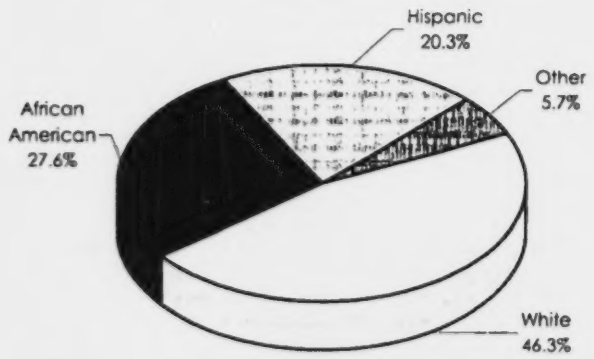
FULL-TIME ADMINISTRATION—FALL 2001

Gender

Ethnicity



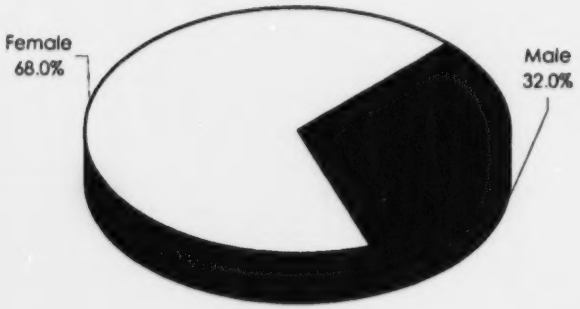
Total Full-Time Administrators = 123

ETHNICITY	WHITE		AFRICAN AMERICAN		HISPANIC		OTHER		TOTAL	
GENDER	Female	Male	Female	Male	Female	Male	Female	Male	**Female**	**Male**
	31	26	19	15	14	11	3	4	**67**	**56**
TOTAL	**57** **46.3%**		**34** **27.6%**		**25** **20.3%**		**7** **5.7%**		**123** **100%**	

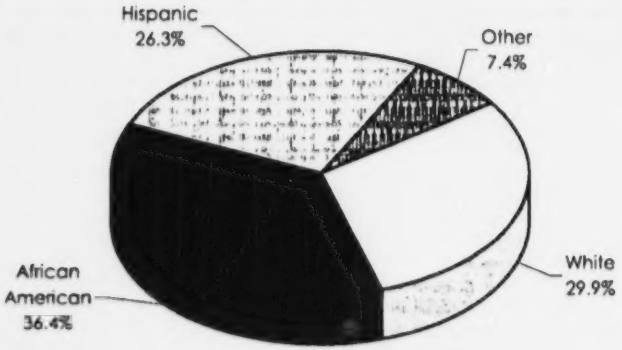
Source: HCCS OIR DataMart Files, End of Term, Fall 2001.

FULL-TIME SUPPORT STAFF—FALL 2001

Gender



Ethnicity



Total Full-Time Support Staff = 866

ETHNICITY	WHITE		AFRICAN AMERICAN		HISPANIC		OTHER		TOTAL	
GENDER	Female	Male	Female	Male	Female	Male	Female	Male	**Female**	**Male**
	153	106	247	68	153	75	36	28	**589**	**277**
TOTAL	**259 29.9%**		**315 36.4%**		**228 26.3%**		**64 7.4%**		**866 100%**	

Source: HCCS OIR DataMart Files, End of Term, Fall 2001.

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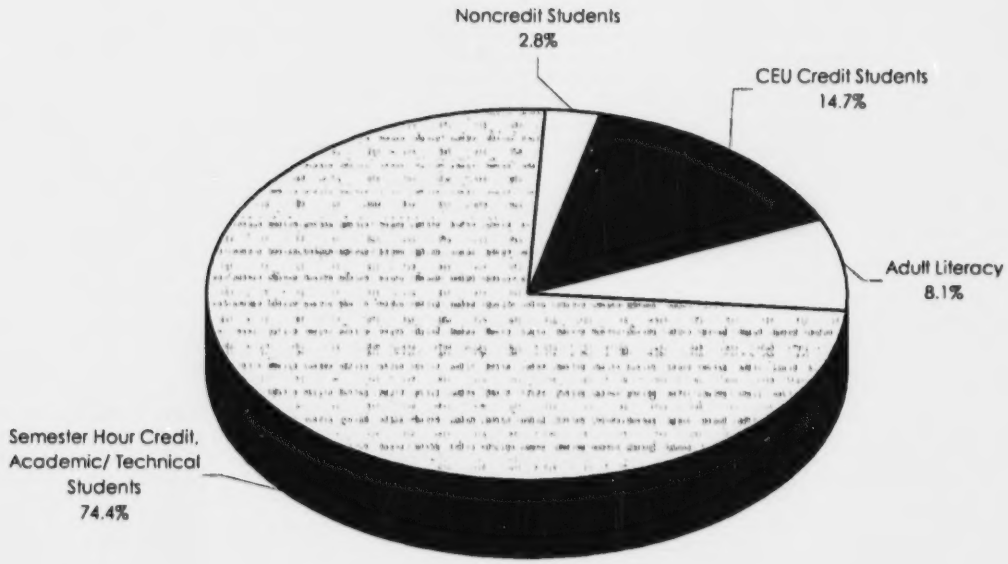
TOTAL STUDENT ENROLLMENT—FALL 2001

Total Enrollment Distribution



Total Fall Enrollment = 53,565

Source: HCCS Student Headcount Reports, Official Day and End of Term, Fall 2001.

Students Included: Credit and Noncredit
Reported as of: End of Term

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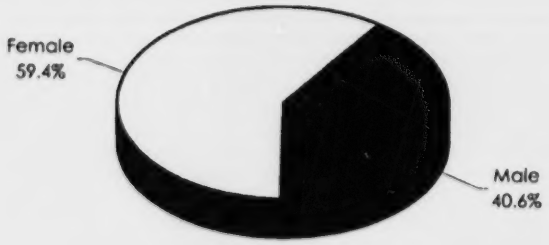
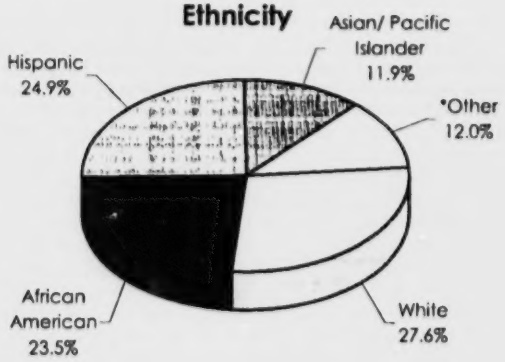
CREDIT STUDENT ENROLLMENT—FALL 2001

Gender



Ethnicity



Total Credit Students = 38,175

ETHNICITY	WHITE		AFRICAN AMERICAN		HISPANIC		ASIAN/PACIFIC ISLANDER		OTHER*		TOTAL STUDENTS	
GENDER	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	**Female**	**Male**
	5,846	4,709	6,244	2,723	5,816	3,708	2,393	2,139	2,364	2,233	**22,663**	**15,512**
TOTAL STUDENTS	**10,555 27.6%**		**8,967 23.5%**		**9,524 24.9%**		**4,532 11.9%**		**4,597 12.0%**		**38,175 100%**	

*Other: American Indian/Alaska Native 93 0.2%
Nonresident Alien 3,768 9.9%
Unknown Ethnicity 736 1.9%

NOTE: The IPEDS Fall enrollment report is used for national comparison purposes and was constructed using Federal reporting standards. It counts students who enrolled in courses creditable for certificates and degrees as of October 15, 2001. The IPEDS enrollment figures will not match official day THECB reports or end of term HCCS management reports.

Source: IPEDS Fall Enrollment Survey, IPEDS-EF-2, NCES Compliance Reports for Fall 2001.

Students Included: Credit
Reported as of: Official Day of Record

CREDIT STUDENT SPECIAL POPULATIONS—FALL 2001

International Students

VISA Type	Number of Students
Student Visas	2,126
Permanent Resident	123
Work Authorization	233
Refugees and Asylum	208
Undocumented	225
Other Visa Types	1,358
Total International Students	**4,273**

Countries Represented = 108

Source: Report 3014 Foreign Student Register, Fall 2001.

Veteran Students

Veteran Enrollment	**1,054**

Source: Veteran Students Report, Dept. of Certification, Fall 2001 and Payment Code Report, Hazelwood Sec 54.203(A), August 2, 2001.

Other Special Populations

Populations[1]	Number of Students	Percent of Total Enrollment[2]
Academically Disadvantaged	12,043	25.2%
Economically Disadvantaged	7,611	15.9%
Individuals with Disabilities[3]	1,069	2.2%
Limited English Proficiency	3,312	6.9%
Single Parents[3]	1,346	2.8%
Incarcerated	448	0.9%

[1] A student may be classified in more than one category.
[2] Total unduplicated Fall 2001 enrollment.
[3] Information provided by students.

Source: THECB Compliance Reports, FCBM001 and FCBM00A, Fall 2001; OIR DataMart Files, Spring 2002, End of Term.

FINANCIAL AID AWARDS—2000-2001

Financial Aid for Academic Year 2000-2001

CATEGORY	AMOUNT	NO. OF AWARDS
Pell Grants	$13,784,390	9,142
Stafford Loans Subsidized Unsubsidized	4,058,109 521,957	2,346 400
Federal Work Study	504,819	353
Supplemental Education Opportunity Grant (SEOG)	765,008	1,323
Scholarships	826,134	1,120
State Student Incentive Grants (SSIG)	46,957	191
Texas Work Study	39,820	25
Texas Tuition Assistance Grant	0	0
TEXAS Grant	86,853	108
Federal Parent Loans	18,357	8
Texas Public Education Grant Funds	116,714	569
TOTAL*	**$20,769,118**	**15,585**

*An individual may receive more than one award.

Source: HCCS Financial Aid System Expenditure Report, 2000-2001.

Students Included: Credit
Reported as of: Academic Year

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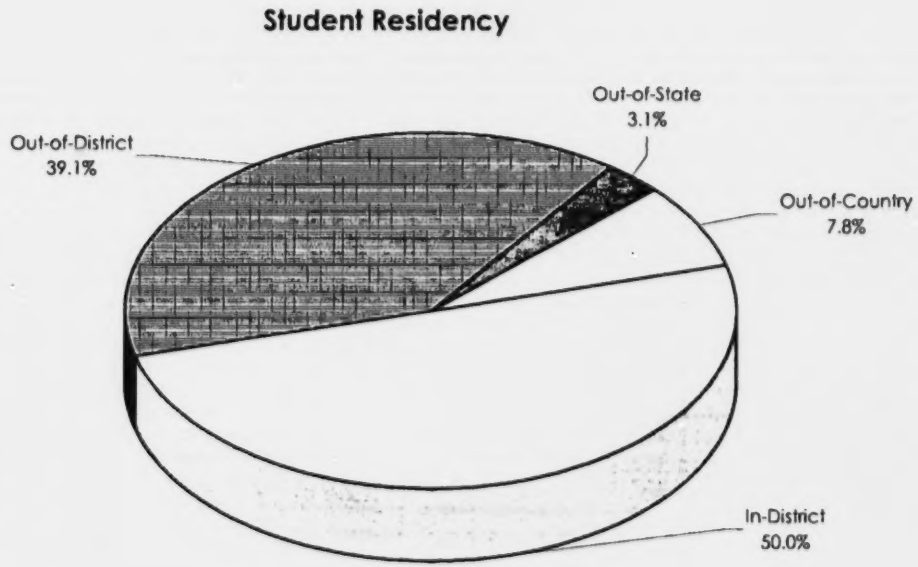
CREDIT STUDENT RESIDENCY—FALL 2001



Total Credit Students = 47,834

Note: Credit students include those earning Semester Credit Hours and Workforce CEU credits in Fall term and Winter miniterm.

Source: HCCS OIR DataMart Files, End of Term, Fall 2001.

Students Included: Credit
Reported as of: End of Term

ENROLLMENT BY ZIP CODES AND FEEDER HIGH SCHOOLS—FALL 2001

Top Ten Zip Codes and Feeder High Schools

ZIP CODES	
Zip Code	**No. of Students**
77036	1,437
77083	1,097
77077	1,093
77450	1,028
77084	987
77072	934
77099	902
77063	884
77081	884
77057	873
Total No. of Students	**10,119**

FEEDER HIGH SCHOOLS	
High School	**No. of Students**
Milby Senior High - Houston ISD	1,089
Memorial High – Houston ISD	878
Stratford Senior High - Spring Branch ISD	814
Hastings South High School – Houston ISD	726
Austin Senior High School – Houston ISD	718
Bellaire Senior High - Houston ISD	715
Katy Senior High - Katy ISD	675
Mayde Creek High School – Katy ISD	675
Lamar Senior High - Houston ISD	658
Willowridge High School – Fort Bend ISD	646
Total No. of Students	**7,594**

Source: HCCS OIR DataMart Files, End of Term, Fall 2001.

Students Included: Credit
Reported as of: End of Term

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GRADE DISTRIBUTION

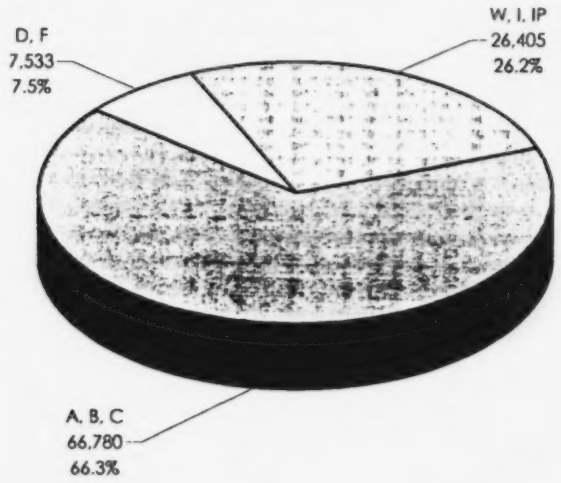
Distribution Report Fall 2001

By Grade

GRADE EARNED	DISTRIBUTION
A	25,271 (25.1%)
B	25,119 (24.9%)
C	16,390 (16.3%)
D	3,680 (3.7%)
F	3,853 (3.8%)
Withdrawal	22,090 (21.9%)
Incomplete	1,197 (1.2%)
IP (In Progress)*	3,118 (3.1%)
TOTAL	**100,718 (100%)**

*Used in developmental classes only

By Grade Group



Source: HCCS OIR DataMart Files, End of Term, Fall 2001.

Students Included: Semester Credit
Reported as of: End of Term

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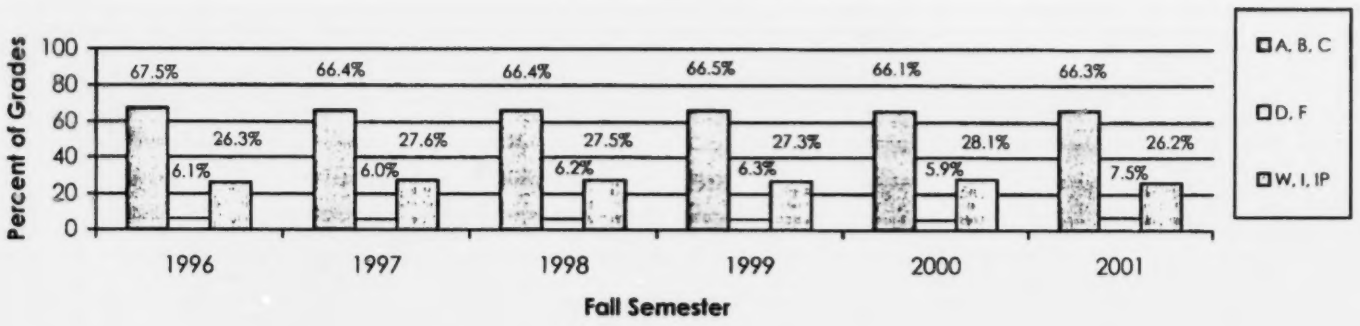
GRADE DISTRIBUTION TRENDS—1996-2001



FALL	A	B	C	SUBTOTAL	D	F	SUBTOTAL	W*	I*	IP*
1996	23,731	24,612	14,650	62,993	2,728	3,017	5,745	20,952	1	3,677
	25.4%	26.4%	15.7%	67.5%	2.9%	3.2%	6.1%	22.4%	0%	3.9%
1997	23,071	23,729	14,732	61,532	2,602	2,997	5,599	21,863	0	3,718
	24.9%	25.6%	15.9%	66.4%	2.8%	3.2%	6.0%	23.6%	0%	4.0%
1998	23,941	25,011	14,955	63,907	2,869	3,058	5,927	22,496	1	3,938
	24.9%	26.0%	15.5%	66.4%	3.0%	3.2%	6.2%	23.4%	0%	4.1%
1999	23,838	23,900	14,873	62,611	2,923	2,990	5,913	22,219	5	3,447
	25.3%	25.4%	15.8%	66.5%	3.1%	3.2%	6.3%	23.6%	0%	3.7%
2000	24,422	24,453	15,860	64,735	3,098	2,618	5,716	23,420	926	3,157
	24.9%	25.0%	16.2%	66.1%	3.2%	2.7%	5.9%	23.9%	1.0%	3.2%
2001	25,271	25,119	16,390	66,780	3,680	3,853	7,533	22,090	1,197	3,118
	25.1%	24.9%	16.3%	66.3%	3.7%	3.8%	7.5%	21.9%	1:2%	3.1%

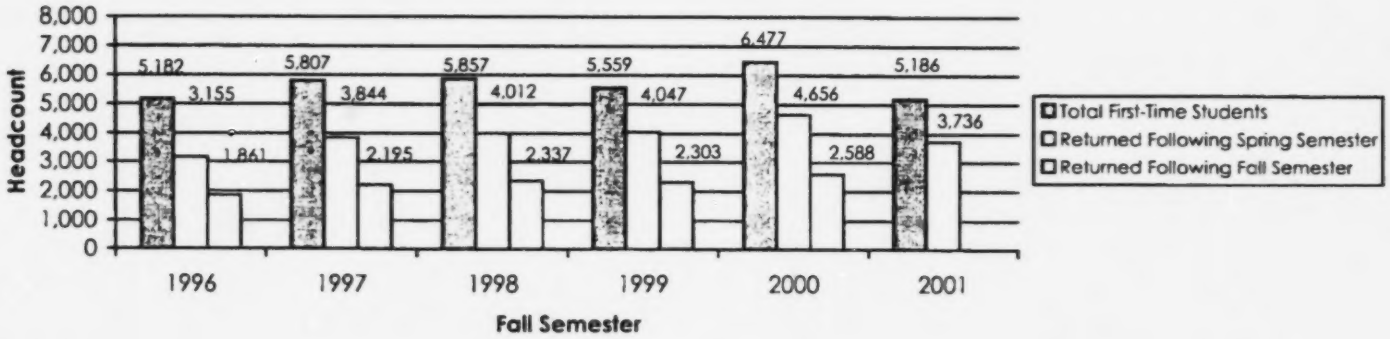
*W = Withdrawal
*I = Incomplete
*IP = In Progress

Source: HCCS OIR DataMart Files, End of Term, Fall 1996 to Fall 2001.

Students Included: Semester Credit Hour
Reported as of: End of Term

RETENTION EFFECTIVENESS INDICATORS—FALL 1996-2001

Retention Trends



Fall	Total Fall Enrollees[1]	Students on Probation[2] #	Students on Probation[2] %	Students Suspended[2] #	Students Suspended[2] %
1996	36,959	2,874	7.8%	774	2.1%
1997	37,800	2,430	6.4%	920	2.4%
1998	36,994	2,791	7.5%	982	2.7%
1999	36,561	2,935	8.0%	1,131	3.1%
2000	37,907	2,058	5.4%	494	1.3%
2001	43,007	1,761	4.1%	401	0.9%

		Following Spring		Following Fall	
Total First-Time Students[1]	Percent of Total Enrollees	Total Returning Students	% of Total First-Time Students	Total Returning Students	% of Total First-Time Students
5,182	14.0%	3,155	60.9%	1,861	35.9%
5,807	15.4%	3,844	62.2%	2,195	37.8%
5,857	15.5%	4,012	68.5%	2,337	39.9%
5,559	15.2%	4,047	72.8%	2,303	41.4%
6,477	17.1%	4,656	71.9%	2,588	40.0%
5,186	12.1%	3,736	72.0%	NYA	NYA

[1] *Source: THECB Compliance Reports, FCBM001 & FCBM00A, Fall 1996 to Fall 2001. Does not include transient or incoming transfer students.*
[2] *Source: HCCS PeopleSoft Query HSR_ACAD_STDNG_CNT, Spring 2001.*

NYA = Not Yet Available

Source: See [1] Source and [2] Source above.

Students Included: Semester Credit
Reported as of: End of Term

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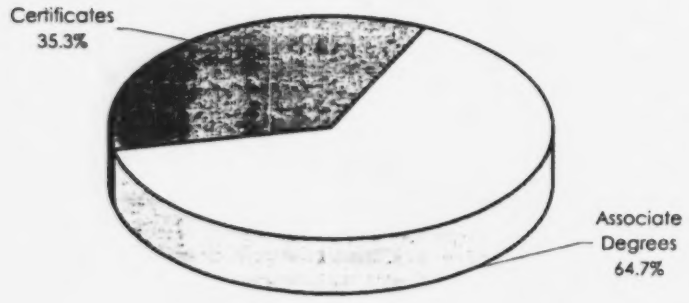
GRADUATION

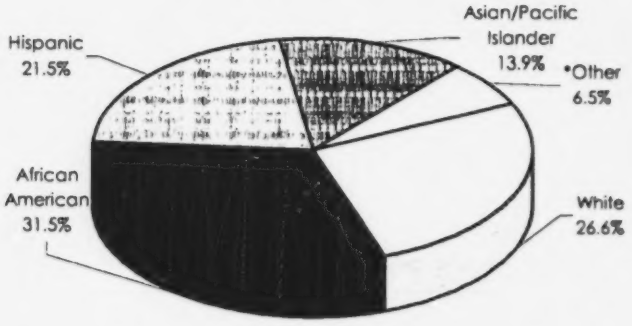
Academic Year 2000-2001

Degrees and Certificates Awarded



Total Degrees and Certificates Awarded = 1,698

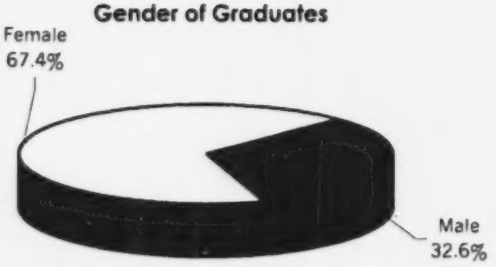
Ethnicity of Graduates



*American Indian/Alaska Native, Nonresident Alien

Awards	Number Awarded
Associate Degrees	
AA	470
AGS	3
AS	165
AAS	460
Associate Degrees Total	**1,098**
Certificates Total	**600**
TOTAL AWARDS	**1,698**

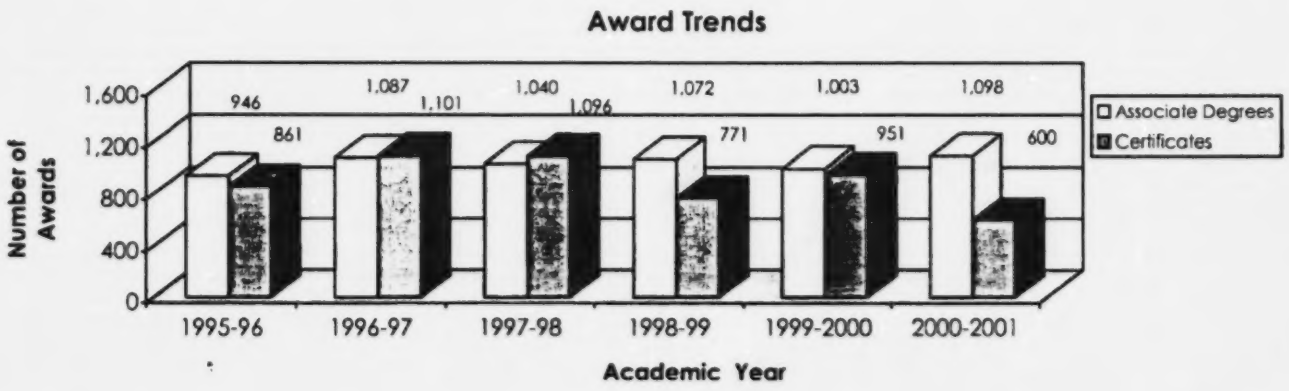
Gender of Graduates



Source: IPEDS-C-2, "Completion Survey," 2000-2001.

Students Included: Credit
Reported as of: Academic Year

GRADUATION TRENDS—1996-2001



DEGREE OR CERTIFICATE	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001
Associate	946	1,087	1,040	1,072	1,003	1,098
Certificate	861	1,101	1,096	771	951	600
TOTAL AWARDS	**1,807**	**2,188**	**2,136**	**1,843**	**1,954**	**1,698**

Source: IPEDS-C-2, "Completion Survey," 1996 to 2001.

Students Included: Credit
Reported as of: Academic Year

TRANSFER STUDENTS

ANALYSIS: For the second year in a row, HCCS transfer rate exceeded the state average. A greater percentage of HCCS transfers enter 4-year institutions than the state average.

HCCS Student Transfer to Community Colleges and 4-Year Institutions Fall 2000

Transfer	Academic	Technical	Total Transfer	HCCS Transfer Rate	State Transfer Rate
Total No. of Students	3,221	7,591	10,812	30.5%	30.2%
To Other Community Colleges	404	1,067	1,471	4.1%	8.4%
To 4-Yr. Institutions	2,817	6,524	9,341	26.4%	21.8%

Transfer Rate Trends 1995-2000

ACADEMIC YEAR	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
HCCS TRANSFER RATE	25.7%	25.8%	28.1%	28.8%	30.3%	30.5%
STATE TRANSFER RATE	26.9%	27.7%	28.2%	29.0%	30.2%	30.2%

NOTE: Includes transfers to Texas public institutions only.

Source: ***THECB Automated Student and Adult Learner Follow-Up System, Summary Report for 1995-2000; and THECB Students Pursuing Additional Education by Institution, 1999-2000.***

Students included: Annual student cohorts not returning for following Fall semester.

EMPLOYMENT TRENDS—1995-2000

ANALYSIS: The employment rate of HCCS graduates has consistently exceeded the state average. In three of the last four academic years, the employment rate of all HCCS nonreturning students has exceeded the state average.

Employment Rate of Graduates

ACADEMIC YEAR	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
HCCS	82.3%	85.0%	85.4%	86.6%	85.8%	85.2%
STATEWIDE	77.9%	79.7%	83.2%	84.0%	83.8%	84.2%

Employment Rate of All Non-Returning Students

ACADEMIC YEAR	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
HCCS	76.3%	78.1%	82.0%	82.5%	82.1%	82.4%
STATEWIDE	76.5%	80.3%	81.8%	82.4%	82.4%	82.3%

NOTE: Students located through the Texas Workforce Commission Database.
Does not include self-employed, military, or out-of-state employment.

Source: ***THECB Automated Student and Adult Learner Follow-Up System, Summary Reports for 1995-2000.***

Students Included: Annual student cohorts not returning for following Fall semester.

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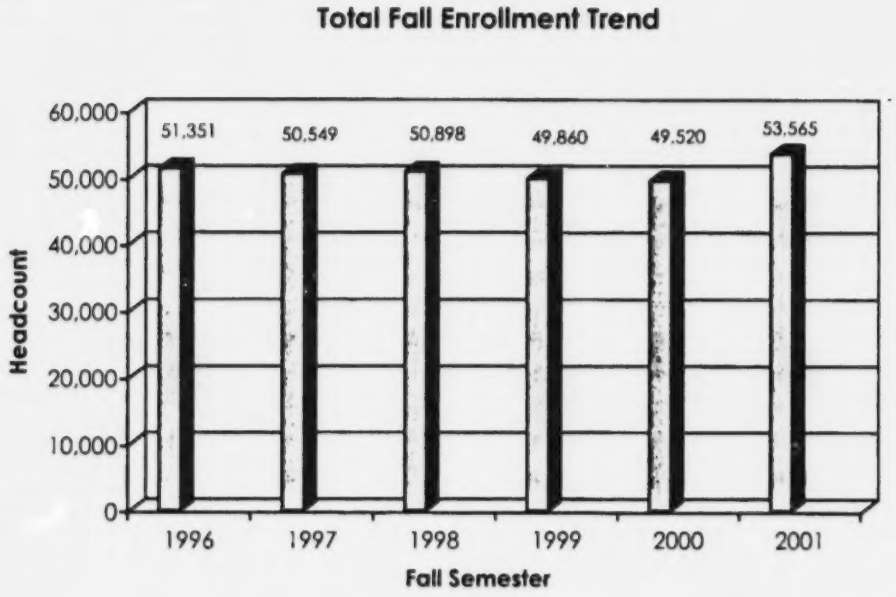
TOTAL ENROLLMENT—FALL 1996-2001

ANALYSIS: HCCS total fall enrollment declined from 1996 to 1997, increased slightly in 1998 and then declined through fall 2000. Total enrollment from 2000 to 2001 increased by 8.2%.



NOTE: Trend data on this page have been recompiled to ensure comparability with newly extracted HCCS OIR DataMarts.

Source: HCCS OIR DataMart Files, End of Term, Fall 1996 to Fall 2001.

Students Included: Credit and Noncredit
Reported as of: End of Term

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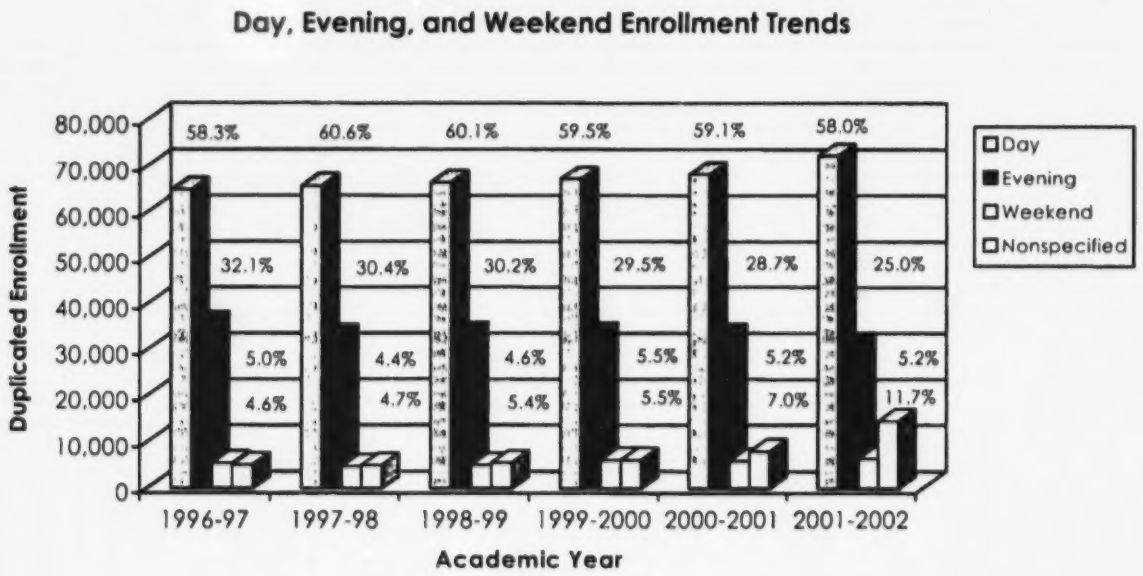
DAY, EVENING, AND WEEKEND COURSE ENROLLMENT—1996-2001

ANALYSIS: Students in day classes consistently comprise about 60% of all duplicated enrollments.



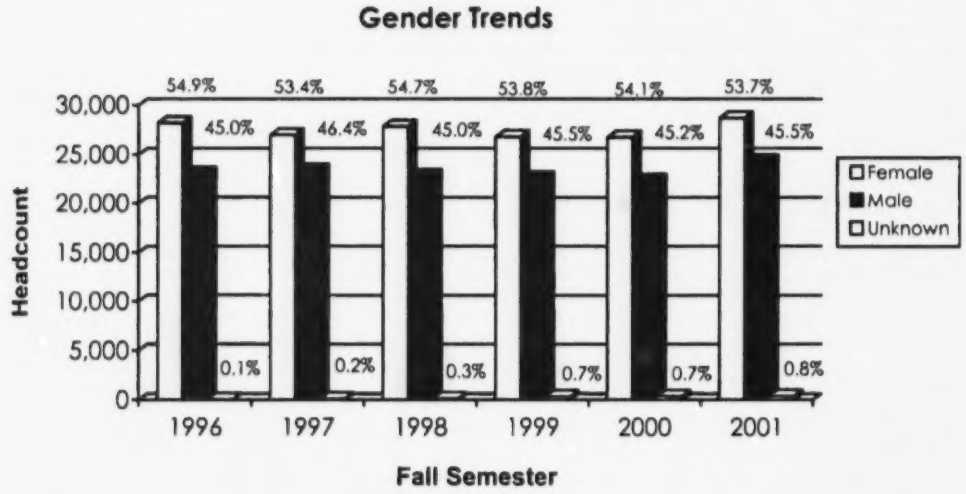
Academic Year	Day	Evening	Weekend	Nonspecified	Total
1996-97	65,037 (58.3%)	35,770 (32.1%)	5,540 (5.0%)	5,177 (4.6%)	111,524
1997-98	65,902 (60.6%)	33,043 (30.4%)	4,794 (4.4%)	5,074 (4.7%)	108,813
1998-99	66,620 (60.1%)	33,513 (30.2%)	5,138 (4.6%)	5,644 (5.1%)	110,915
1999-2000	67,333 (59.5%)	33,376 (29.5%)	6,257 (5.5%)	6,203 (5.5%)	113,169
2000-2001	68,359 (59.1%)	33,206 (28.7%)	6,039 (5.2%)	8,089 (7.0%)	115,693
2001-2002	72,364 (58.0%)	31,219 (25.0%)	6,521 (5.2%)	14,578 (11.7%)	124,682

Source: HCCS Class Files, Fall 1996 to Fall 2000; OIR DataMart Files, Fall 2000 to Fall 2001.

Students Included: Credit and Noncredit
Reported as of: End of Term

TOTAL ENROLLMENT BY GENDER—FALL 1996-2001

ANALYSIS: Since Fall 1996, the percentage of female to male students at HCCS has remained consistent. Females continue to account for 53-54% of the student population, while males comprise 45-46% of the student population.



YEAR	FEMALE	MALE	UNKNOWN	TOTAL
1996	28,198 (54.9%)	23,116 (45.0%)	37 (0.1%)	51,351
1997	27,001 (53.4%)	23,440 (46.4%)	108 (0.2%)	50,549
1998	27,864 (54.7%)	22,884 (45.0%)	150 (0.3%)	50,898
1999	26,824 (53.8%)	22,686 (45.5%)	350 (0.7%)	49,860
2000	26,774 (54.1%)	22,382 (45.2%)	364 (0.7%)	49,520
2001	28,739 (53.7%)	24,398 (45.5%)	428 (0.8%)	53,565

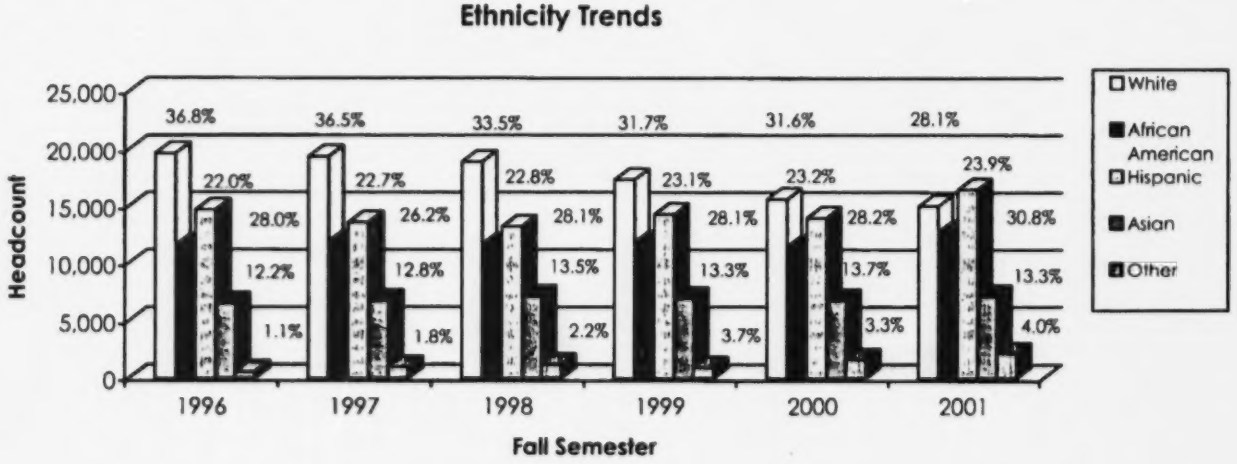
NOTE: Trend data on this page have been recompiled to ensure comparability with newly extracted HCCS OIR DataMarts.

Source: HCCS OIR DataMart Files, End of Term, Fall 1996 to Fall 2001.

Students Included: Credit and Noncredit
Reported as of: End of Term

TOTAL ENROLLMENT BY ETHNICITY—FALL 1996-2001

ANALYSIS: Hispanics form the largest student group at HCCS, accounting for 30.8% of the total enrollment in Fall 2001, slightly less than their representation in the adult population of the service area. The percentage of African American students at 23.9% is also comparable with the adult population, which is 22.5%. Asian enrollment has consistently exceeded the proportion of that group in the adult service area population (6.4%). As a percentage of HCCS enrollment, White students have decreased in the past few years.



YEAR	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN	OTHER	TOTAL
1996	18,873 (36.8%)	11,278 (22.0%)	14,371 (28.0%)	6,287 (12.2%)	542 (1.1%)	51,351
1997	18,470 (36.5%)	11,485 (22.7%)	13,229 (26.2%)	6,472 (12.8%)	893 (1.8%)	50,549
1998	17,026 (33.5%)	11,620 (22.8%)	14,280 (28.1%)	6,858 (13.5%)	1,114 (2.2%)	50,898
1999	15,793 (31.7%)	11,522 (23.1%)	14,029 (28.1%)	6,652 (13.3%)	1,861 (3.7%)	49,860
2000	15,644 (31.6%)	11,493 (23.2%)	13,998 (28.2%)	6,777 (13.7%)	1,618 (3.3%)	49,520
2001	15,029 (28.1%)	12,787 (23.9%)	16,483 (30.8%)	7,117 (13.3%)	2,147 (4.0%)	53,565

NOTE: Trend data on this page have been recompiled to ensure comparability with newly extracted HCCS OIR DataMarts.

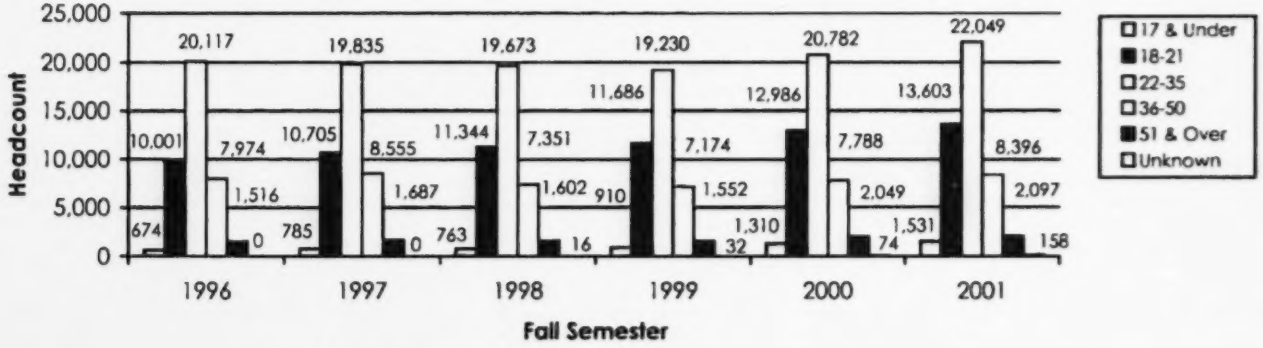
Source: HCCS OIR DataMart Files, End of Term, Fall 1996 to Fall 2001.

Students Included: Credit and Noncredit
Reported as of: End of Term

CREDIT ENROLLMENT BY AGE—FALL 1996-2001

ANALYSIS: Students aged 22-35 consistently form comprise half of credit student enrollments at HCCS. Students under 22 made up 27.7% of Fall 1997 credit students compared to 31.6% in Fall 2001. Students under 22 years are increasing in number and in percentage of the total credit student population.

Credit Age Trends



AGE GROUP	1996	1997	1998	1999	2000	2001
17 & Under	674 (1.7%)	785 (1.9%)	763 (1.9%)	910 (2.2%)	1,310 (2.9%)	1,531 (3.2%)
18 - 21	10,001 (24.8%)	10,705 (25.8%)	11,344 (27.8%)	11,686 (28.8%)	12,986 (28.9%)	13,603 (28.4%)
22 - 24	6,969 (17.3%)	6,844 (16.5%)	7,149 (17.5%)	7,104 (17.5%)	7,337 (16.3%)	8,013 (16.8%)
25 - 30	8,612 (21.4%)	8,615 (20.7%)	8,381 (20.6%)	8,205 (20.2%)	9,018 (20.0%)	9,204 (19.2%)
31 - 35	4,536 (11.3%)	4,376 (10.5%)	4,143 (10.2%)	3,921 (9.7%)	4,427 (9.8%)	4,832 (10.1%)
36 - 50	7,974 (19.8%)	8,555 (20.6%)	7,351 (18.0%)	7,174 (17.7%)	7,788 (17.3%)	8,396 (17.6%)
51 - 64	1,295 (3.2%)	1,463 (3.5%)	1,413 (3.5%)	1,345 (3.3%)	1,747 (3.9%)	1,830 (3.8%)
65+	221 (0.5%)	224 (0.5%)	189 (0.5%)	207 (0.5%)	302 (0.7%)	267 (0.6%)
Unknown	0 (0%)	0 (0%)	16 (0%)	32 (0.1%)	74 (0.2%)	158 (0.3%)
Average Age	29.0	29.2	28.5	28.3	28.5	28.5

NOTE: Trend data on this page have been recompiled to ensure comparability with newly extracted HCCS OIR DataMarts.

Source: HCCS OIR DataMart Files, End of Term, Fall 1996 to Fall 2001.

Students Included: Credit
Reported as of: End of Term

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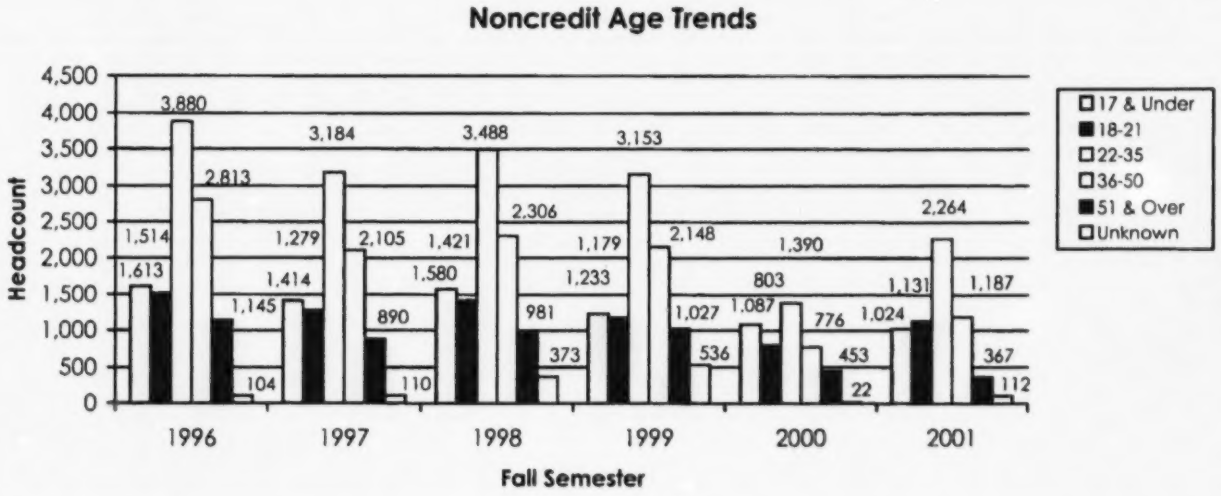
NONCREDIT ENROLLMENT BY AGE—FALL 1996-2001

ANALYSIS: Students aged 22-35 consistently account for more than 33% of all noncredit enrollments. This chart also shows a substantial decrease in noncredit enrollment beginning in 1999-2000, which is attributable to the conversion of eligible non-state funded continuing education courses to CEU credit courses.



AGE GROUP	1996	1997	1998	1999	2000	2001
17 & Under	1,613 (14.6%)	1,414 (15.7%)	1,580 (15.6%)	1,233 (13.3%)	1,087 (24.0%)	1,024 (16.8%)
18 - 21	1,514 (13.7%)	1,279 (14.2%)	1,421 (14.0%)	1,179 (12.7%)	803 (17.7%)	1,131 (18.6%)
22 - 24	852 (7.7%)	741 (8.2%)	832 (8.2%)	699 (7.5%)	335 (7.4%)	561 (9.2%)
25 - 30	1,713 (15.5%)	1,404 (15.6%)	1,517 (14.9%)	1,389 (15.0%)	630 (13.9%)	1,055 (17.3%)
31 - 35	1,315 (11.9%)	1,039 (11.6%)	1,139 (11.2%)	1,065 (11.5%)	425 (9.4%)	648 (10.6%)
36 - 50	2,813 (25.4%)	2,105 (23.4%)	2,306 (22.7%)	2,148 (23.2%)	776 (17.1%)	1,187 (19.5%)
51 - 64	905 (8.2%)	702 (7.8%)	777 (7.7%)	770 (8.3%)	278 (6.1%)	298 (4.9%)
65+	240 (2.2%)	188 (2.1%)	204 (2.0%)	257 (2.8%)	175 (3.9%)	69 (1.1%)
Unknown	104 (0.9%)	110 (1.2%)	373 (3.7%)	536 (5.8%)	22 (0.5%)	112 (1.8%)

NOTE: Trend data on this page have been recompiled to ensure comparability with newly extracted HCCS OIR DataMarts. Additionally, during academic year 1999-2000, eligible non-state funded continuing education courses were converted to CEU credit courses.

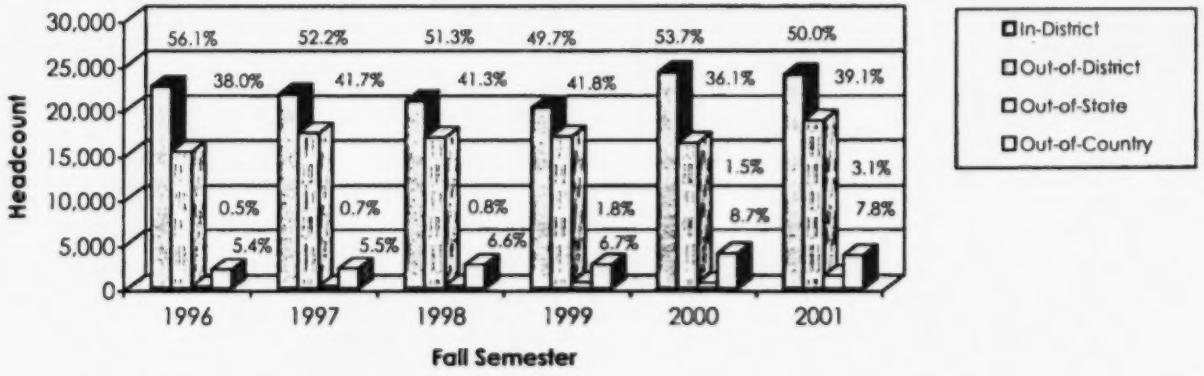
Source: HCCS OIR DataMart Files, End of Term, Fall 1996 to Fall 2001.

Students Included: Noncredit
Reported as of: End of Term

CREDIT STUDENT RESIDENCY STATUS—FALL 1996-2001

ANALYSIS: In-District enrollments have increased in number since 1996, although they now represent a smaller percentage of the total. Out-of-District enrollments have increased slightly, while Out-of-State and Out-of-Country enrollments have shown more growth.

Residency Status Trends



RESIDENCY	FALL 1996	FALL 1997	FALL 1998	FALL 1999	FALL 2000	FALL 2001
In-District	22,596 (56.1%)	21,684 (52.2%)	20,900 (51.3%)	20,179 (49.7%)	24,170 (53.7%)	23,915 (50.0%)
Out-of-District	15,306 (38.0%)	17,318 (41.7%)	16,828 (41.3%)	16,952 (41.8%)	16,230 (36.1%)	18,727 (39.1%)
Out-of-State	213 (0.5%)	272 (0.7%)	317 (0.8%)	743 (1.8%)	661 (1.5%)	1,464 (3.1%)
Out-of-Country	2,167 5.4%	2,293 5.5%	2,704 (6.6%)	2,710 (6.7%)	3,928 (8.7%)	3,728 (7.8%)
TOTAL	**40,282 (100%)**	**41,567 (100%)**	**40,749 (100%)**	**40,584 (100%)**	**44,989 (100%)**	**47,834 (100%)**

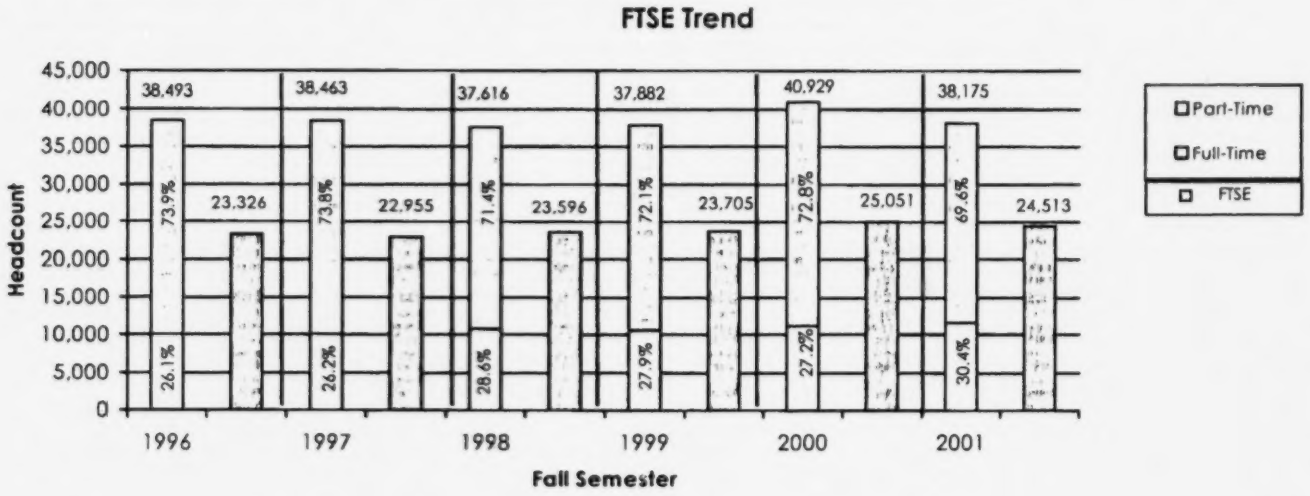
NOTE: Trend data on this page have been recompiled to ensure comparability with newly extracted HCCS OIR DataMarts.

Source: HCCS OIR DataMart Files, End of Term, Fall 1996 to Fall 2001.

Students Included: Credit
Reported as of: End of Term

CREDIT FULL-TIME STUDENT EQUIVALENT (FTSE) ENROLLMENT—FALL 1996-2001

ANALYSIS: The segmented bars below indicate the proportion of full-time and part-time semester credit hour students as reported to the Federal government each year. Part-time student enrollments have been combined to form FTSEs (full-time student equivalents) for reporting purposes.



YEAR	FULL-TIME	PART-TIME	TOTAL	FTSE
1996	10,062 (26.1%)	28,431 (73.9%)	38,493	23,326
1997	10,069 (26.2%)	28,394 (73.8%)	38,463	22,955
1998	10,750 (28.6%)	26,866 (71.4%)	37,616	23,596
1999	10,558 (27.9%)	27,324 (72.1%)	37,882	23,705
2000	11,138 (27.2%)	29,791 (72.8%)	40,929	25,051
2001	11,602 (30.4%)	26,573 (69.6%)	38,175	24,513

Source: "IPEDS Fall Enrollment Survey, IPEDS-EF-2, NCES Compliance Reports," Fall 1996 to Fall 2001.

Students Included: Semester Credit Hour
Reported as of: Official Day of Record

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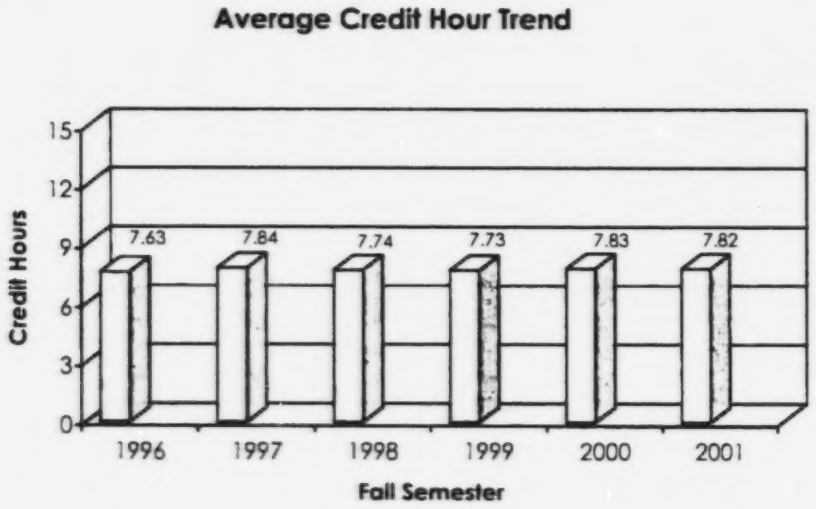
AVERAGE CREDIT HOURS PER STUDENT—FALL 1996-2001

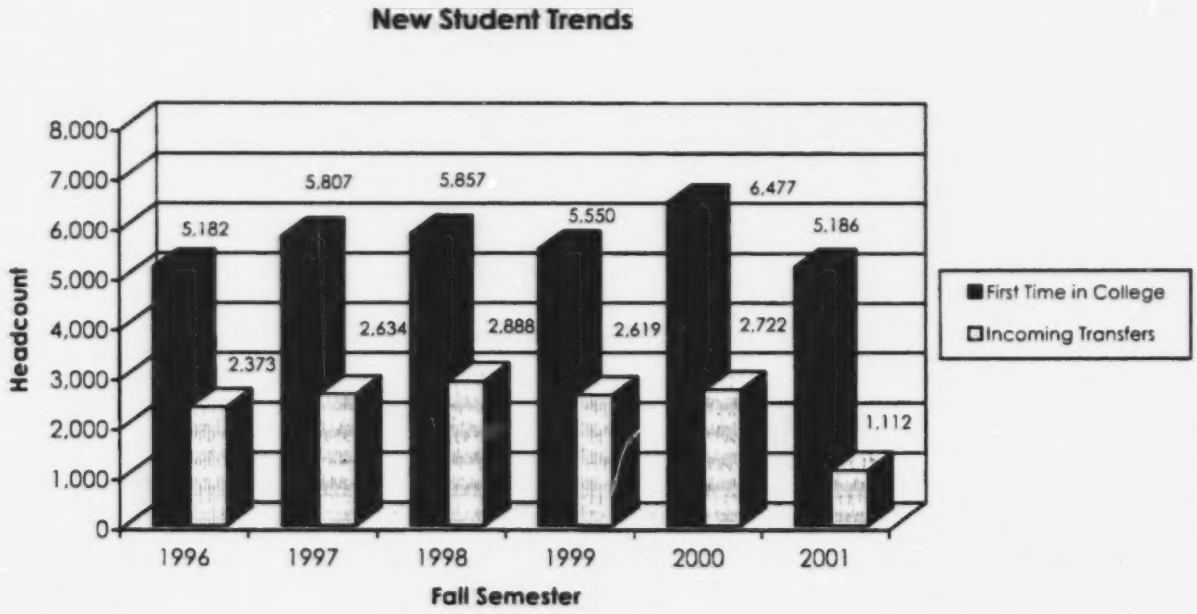
ANALYSIS: From Fall 1996 to Fall 2001, the average course load taken by all HCCS credit students has varied only slightly, remaining just under eight hours. Twelve credit hours is considered a full-time course load.



Source: THECB Compliance Reports, FCBM001, Fall 1996 to Fall 2001.

Students Included: Semester Credit Hour
Reported as of: Official Day of Record

CREDIT ENROLLMENT OF NEW STUDENTS—FALL 1996-2001

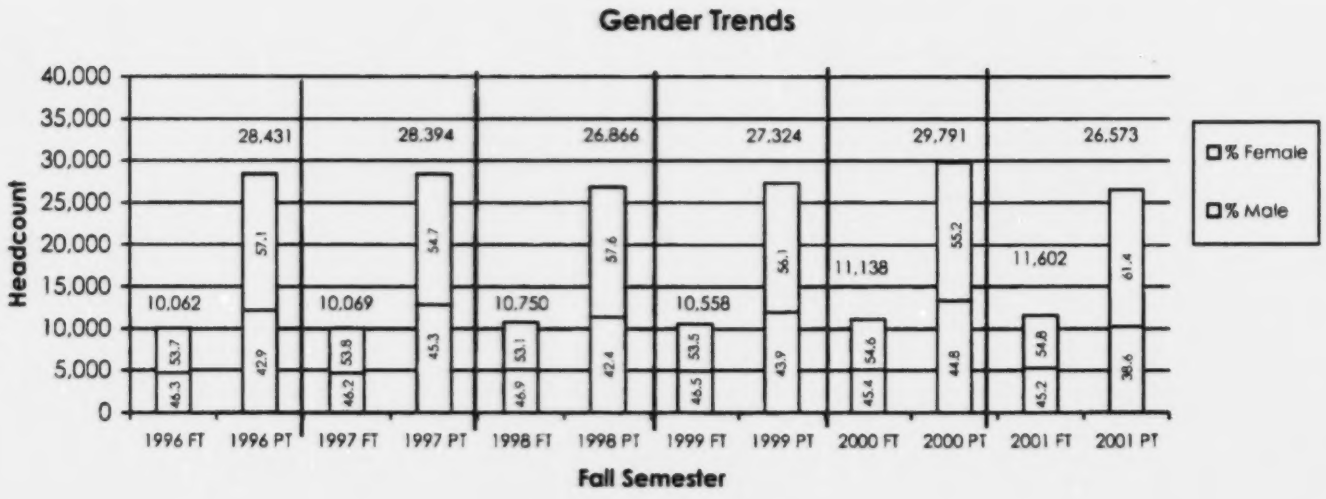


Source: THECB Compliance Reports, FCBM001 & FCBM00A, Fall 1996 to Fall 2001.

Students Included: Credit
Reported as of: Official Day of Record

CREDIT ENROLLMENT BY GENDER—FALL 1996-2001

ANALYSIS: For both full-time and part-time credit enrollments, females outnumber males. The overall full-time credit enrollment total has increased from Fall 1996 to 2001, while the overall part-time enrollment has declined. In Fall 2001, the proportion of female students increased to 61.4%.



YEAR	FULL-TIME		FT TOTAL	PART-TIME		PT TOTAL	TOTAL
	MALE	FEMALE		MALE	FEMALE		
1996	4,663 (46.3%)	5,399 (53.7%)	10,062	12,198 (42.9%)	16,233 (57.1%)	28,431	38,493
1997	4,656 (46.2%)	5,413 (53.8%)	10,069	12,849 (45.3%)	15,545 (54.7%)	28,394	38,463
1998	5,040 (46.9%)	5,710 (53.1%)	10,750	11,397 (42.4%)	15,469 (57.6%)	26,866	37,616
1999	4,914 (46.5%)	5,644 (53.5%)	10,558	12,008 (43.9%)	15,316 (56.1%)	27,324	37,882
2000	5,052 (45.4%)	6,086 (54.6%)	11,138	13,335 (44.8%)	16,456 (55.2%)	29,791	40,929
2001	5,246 (45.2%)	6,356 (54.8%)	11,602	10,266 (38.6%)	16,307 (61.4%)	26,573	38,175

Source: "IPEDS Fall Enrollment Survey, IPEDS-EF-2, NCES Compliance Reports," Fall 1996 to Fall 2001.

Students Included: Semester Credit Hour
Reported as of: Official Day of Record

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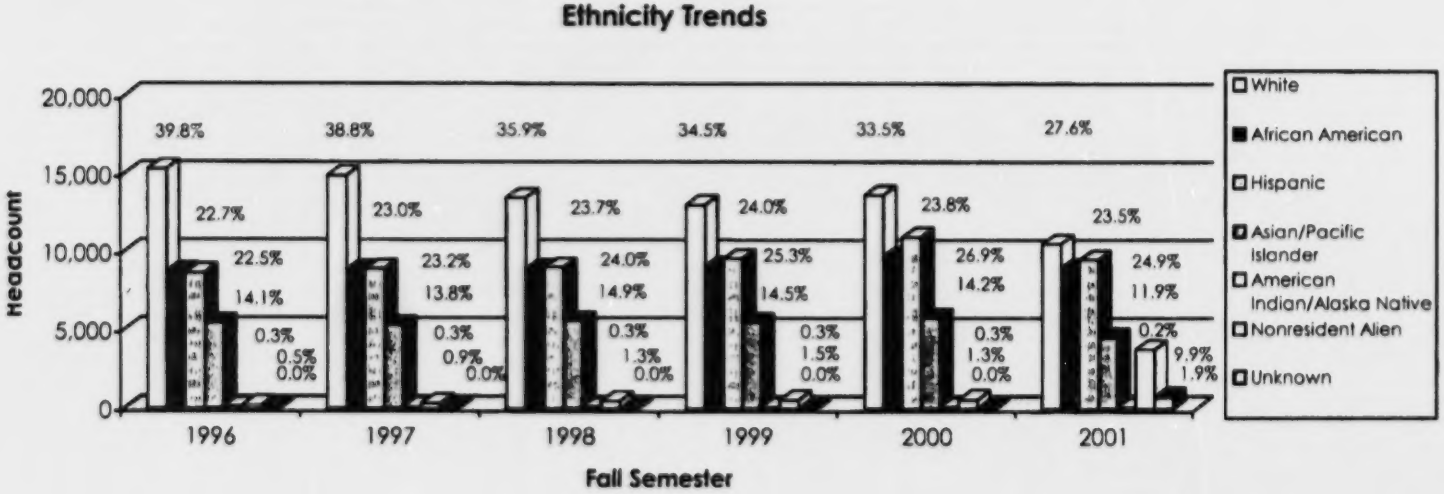
CREDIT ENROLLMENT BY ETHNICITY—FALL 1996-2001

ANALYSIS: African American and Hispanic enrollments have increased slightly, while Asian/Pacific Islander enrollments have decreased. American Indian/Alaska Native enrollments consistently comprise 2-3% of the credit student population. There has been a large increase in credit enrollments among Non-resident Aliens, possibly attributable to acceptance of undocumented aliens.



YEAR	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN/PACIFIC ISLANDER	AMERICAN INDIAN/ALASKA NATIVE	NONRESIDENT ALIEN	UNKNOWN	TOTAL
1996	15,334 (39.8%)	8,724 (22.7%)	8,652 (22.5%)	5,444 (14.1%)	130 (0.3%)	209 (0.5%)	0 (0.0%)	38,463
1997	14,927 (38.8%)	8,866 (23.0%)	8,915 (23.2%)	5,309 (13.8%)	105 (0.3%)	341 (0.9%)	0 (0.0%)	37,616
1998	13,515 (35.9%)	8,897 (23.7%)	9,022 (24.0%)	5,589 (14.9%)	119 (0.3%)	474 (1.3%)	0 (0.0%)	37,616
1999	13,064 (34.5%)	9,074 (24.0%)	9,583 (25.3%)	5,491 (14.5%)	114 (0.3%)	556 (1.5%)	0 (0.0%)	37,882
2000	13,693 (33.5%)	9,726 (23.8%)	11,008 (26.9%)	5,809 (14.2%)	129 (0.3%)	564 (1.3%)	0 (0.0%)	40,929
2001	10,555 (27.6%)	8,967 (23.5%)	9,524 (24.9%)	4,532 (11.9%)	93 (0.2%)	3,768 (9.9%)	736 (1.9%)	38,175

Source: "IPEDS Fall Enrollment Survey, IPEDS-EF-2 NCES Compliance Reports," Fall 1996 to Fall 2001.

Students Included: Semester Credit Hour
Reported as of: Official Day of Record

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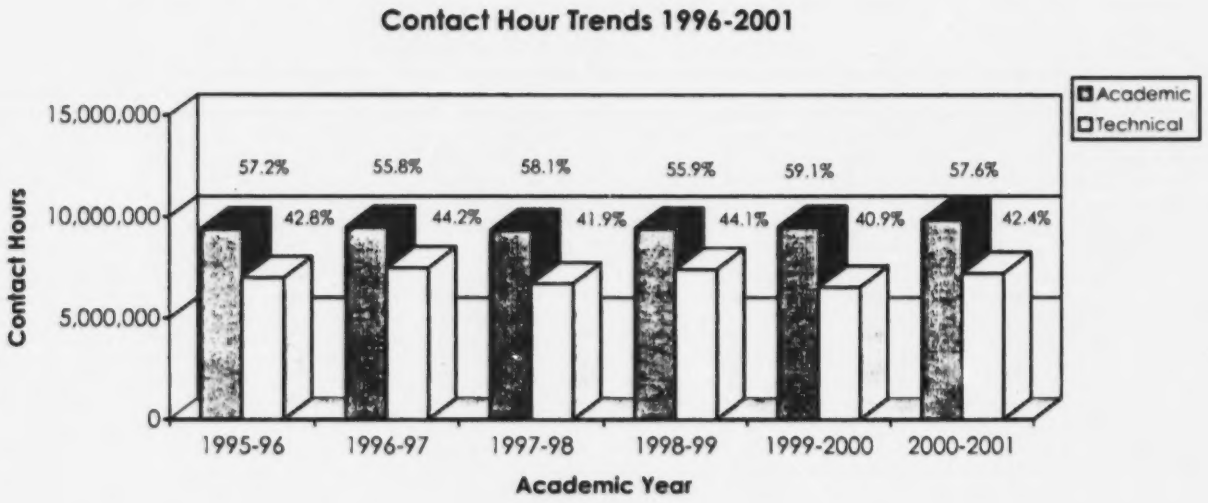

Academic Year	Academic	Technical	Total
1995-96	9,400,376 (57.2%)	7,029,872 (42.8%)	16,430,248
1996-97	9,495,688 (55.8%)	7,517,964 (44.2%)	17,013,652
1997-98	9,353,224 (58.1%)	6,736,437 (41.9%)	16,089,661
1998-99	9,434,365 (55.9%)	7,453,798 (44.1%)	16,888,163
1999-2000	9,494,408 (59.1%)	6,562,009 (40.9%)	16,056,417
2000-2001	9,843,656 (57.6%)	7,247,709 (42.4%)	17,091,365

Source: THECB Compliance Reports, FCBM004 and FCBM00C, Fall through Summer II, 1995-2001.

Students Included: Credit
Reported as of: Academic Year

ACADEMIC/TECHNICAL AREAS

Top Academic Courses Fall 2001*

ACADEMIC COURSES	DUPLICATED ENROLLMENT	AVERAGE CLASS SIZE
English	8,079	22.3
Mathematics	6,824	23.9
History	6,407	28.7
Government	4,931	29.2
Biology	3,938	21.6
Psychology	3,837	28.4
Economics	2,101	25.9
Arts	1,894	18.6
Sociology	1,859	28.6
Accounting	1,450	25.0

*Developmental courses are excluded from the top academic disciplines.

Top Technical Courses Fall 2001

TECHNICAL COURSES	DUPLICATED ENROLLMENT	AVERAGE SECTION SIZE[1]
Computer Science Technology	3,328	17.7
Aviation Maintenance Technology	1,999	16.3
Business Administration	1,894	17.9
Business Technology	1,776	10.4
Associate Degree Nursing	936	11.8
Accounting	806	14.4
Technical Communication	772	19.3
Cosmetology	707	16.8
Drafting/Design Technology	543	10.2
Vocational Nursing	437	16.2

[1] In some programs, there are multiple sections within a classroom.

Source: *THECB Compliance Report FCBM004, Fall 2001.*

Students Included: Credit
Reported as of: Official Day of Record

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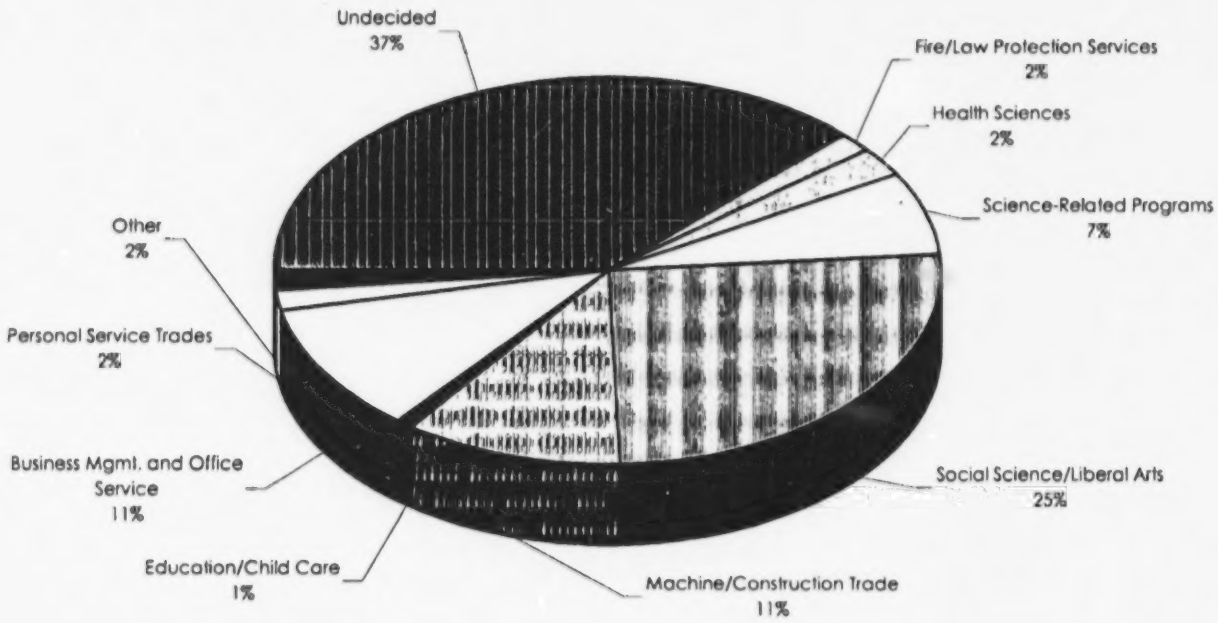
STUDENT-DECLARED MAJOR AREAS—FALL 2001

Student-Declared Major Area Distribution



Source: THECB Compliance Reports, FCBM001 and FCBM00A, Fall 2001.

Students Included: Credit
Reported as of: Official Day of Record

STUDENT-DECLARED MAJOR AREAS (Cont.)

MAJOR AREA	PERCENT
BUSINESS MANAGEMENT AND OFFICE SERVICES	**10.9%**
Business Management/Admin. Services	7.7
Paralegal	0.2
Journalism	2.3
Radio/TV Communications	0.6
Health/Medical Administration	0.1
HEALTH SCIENCES	**2.4%**
Allied Health	2.1
Nursing	0.3
SCIENCE-RELATED PROGRAMS	**6.9%**
Computer Science	5.3
Engineering-Related Technology	1.3
Life Services	0.0
Engineering	0.0
Agricultural Business/Production	0.2
Mathematics	0.0
Agricultural Science	0.0
Physics, Chemistry, Geography	0.1
PERSONAL SERVICE TRADES	**1.5%**
Real Estate	0.8
Clothing/Food Services	0.3
Specific Marketing Operations	0.1
Cosmetology	0.3
Home Economics	0.0

MAJOR AREA	PERCENT
SOCIAL SCIENCES/LIBERAL ARTS	**25.8%**
Liberal Arts/General Studies	24.1
Visual/Performing Arts	1.3
Psychology	0.0
English, Speech, Technical Writing	0.0
History/Social Sciences	0.1
Foreign Languages	0.3
Philosophy	0.0
MACHINE CONSTRUCTION TRADES	**10.7%**
Construction Trades	6.0
Drafting/Printing/Typesetting	1.2
Precision Production Trades	1.3
Mechanics and Repairers	2.2
Window Treatment/Installation	0.0
EDUCATION/CHILD CARE	**0.7%**
Education (Teacher)	0.1
Child Care	0.5
Physical Education	0.1
FIRE/LAW PROTECTION SERVICES	**1.8%**
OTHER	**1.7%**
UNDECIDED	**37.6%**

Note: Percents of 0.0 indicate major areas whose numbers are less than a half of one-tenth of a percent.

Source: *THECB Compliance Reports, FCBM001 and FCBM00A, Fall 2001.*

Students Included: Credit
Reported as of: Official Day of Record

CREDIT DEVELOPMENTAL EDUCATION—1999-2000

ASSET Pass Rates - Initial Attempt

ASSET	WHITE		AFRICAN AMERICAN		HISPANIC		ASIAN		OTHERS		TOTAL TESTED	
	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
HCCS	519	(20.2%)	920	(6.8%)	1,025	(8.2%)	338	(13.6%)	33	(15.2%)	2,835	(10.7%)
State 2-Yr. Institutions	4,789	(29.9%)	2,066	(11.0%)	3,746	(14.5%)	613	(21.4%)	451	(16.6%)	11,665	(20.7%)

ASSET Math Pass Rates - Initial Attempt

ASSET	WHITE		AFRICAN AMERICAN		HISPANIC		ASIAN		OTHERS		TOTAL TESTED	
	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
HCCS	519	(25.4%)	920	(12.0%)	1,025	(15.0%)	338	(31.1%)	33	(33.3%)	2,835	(18.1%)
State 2-Yr. Institutions	4,789	(36.5%)	2,066	(18.9%)	3,746	(22.8%)	613	(44.5%)	451	(37.0%)	11,665	(29.4%)

ASSET Reading Pass Rates - Initial Attempt

ASSET	WHITE		AFRICAN AMERICAN		HISPANIC		ASIAN		OTHERS		TOTAL TESTED	
	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
HCCS	519	(45.1%)	920	(19.9%)	1,025	(25.0%)	338	(20.7%)	33	(18.2%)	2,835	(26.4%)
State 2-Yr. Institutions	4,789	(63.9%)	2,066	(31.9%)	3,746	(35.8%)	613	(33.1%)	451	(36.8%)	11,665	(46.5%)

ASSET Writing Pass Rates - Initial Attempt

ASSET	WHITE		AFRICAN AMERICAN		HISPANIC		ASIAN		OTHERS		TOTAL TESTED	
	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
HCCS	519	(52.6%)	920	(36.8%)	1,025	(45.2%)	338	(29.9%)	33	(33.3%)	2,835	(41.9%)
State 2-Yr. Institutions	4,789	(71.3%)	2,066	(48.5%)	3,746	(54.4%)	613	(41.9%)	451	(41.9%)	11,665	(59.2%)

NOTE: The ASSET Test is one of the alternative tests for Texas Academic Skills Program (TASP) purposes, as approved by the Texas Legislature in 1997.

Source: THECB Summary ASSET Test Results, Initial Attempt, Academic Year 1999-2000, Community and Technical Colleges.

Students Included: Credit
Reported as of: Beginning of Term

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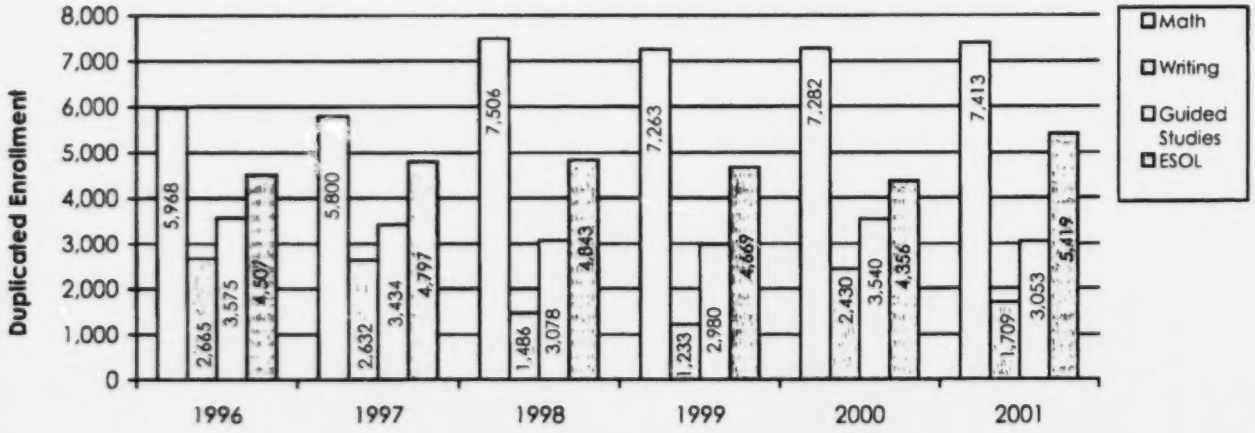
CREDIT DEVELOPMENTAL EDUCATION—FALL 1996-2001

Enrollment Distribution Trends



FALL	MATH	WRITING	GUIDED STUDIES[1]	ESOL	TOTAL
1996	5,968	2,665	3,575	4,507	16,715
1997	5,800	2,632	3,434	4,797	16,663
1998	7,506	1,486	3,078	4,843	16,913
1999	7,263	1,233	2,980	4,669	16,145
2000	7,282	2,430	3,540	4,356	17,608
2001	7,413	1,709	3,053	5,419	17,594

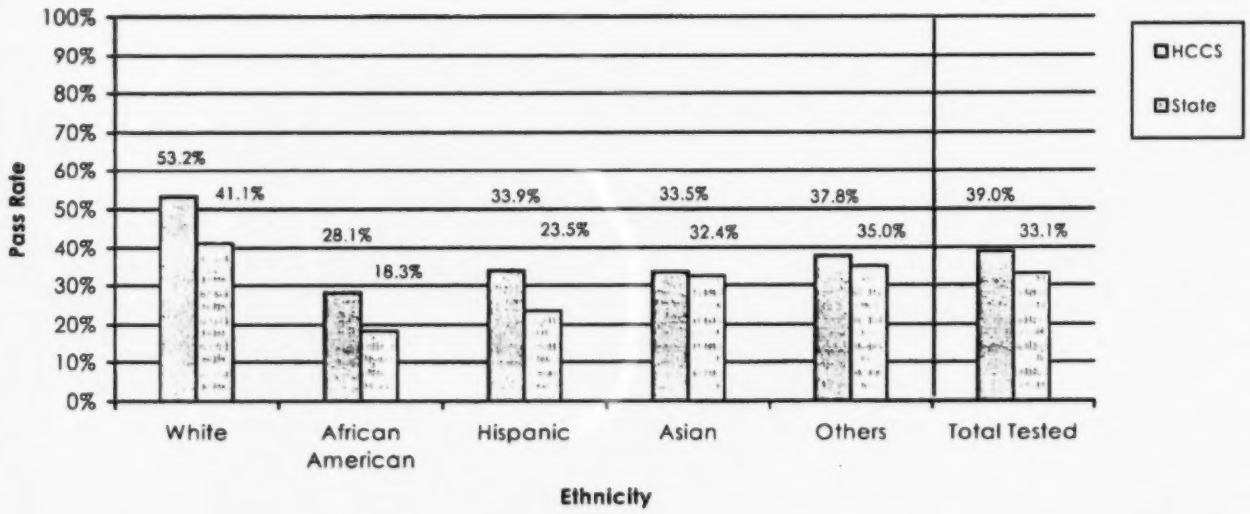
[1] Guided Studies includes Reading, Vocabulary, Study Skills, and Career Development.

Source: *THECB Compliance Report, FCBM004, Fall 1996 to Fall 2001.*

Students Included: Credit
Reported as of: Official Day of Record

CREDIT DEVELOPMENTAL EDUCATION—1999-2000

TASP Passing Rate—Initial Attempt



	WHITE		AFRICAN AMERICAN		HISPANIC		ASIAN		OTHERS		TOTAL TESTED		NUMBER EXEMPTED
TASP	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	
HCCS	1,108	(53.2%)	881	(28.1%)	722	(33.9%)	475	(33.5%)	37	(37.8%)	3,223	(39.0%)	1,406
State 2-Yr. Institutions	35,035	(41.1%)	7,413	(18.3%)	17,737	(23.5%)	1,876	(32.4%)	1,445	(35.0%)	63,506	(33.1%)	25,282

Source: THECB Summary TASP Test Result, Initial Attempt, Academic Year 1999-2000, Community and Technical Colleges.

Students Included: Credit
Reported as of: Academic Year

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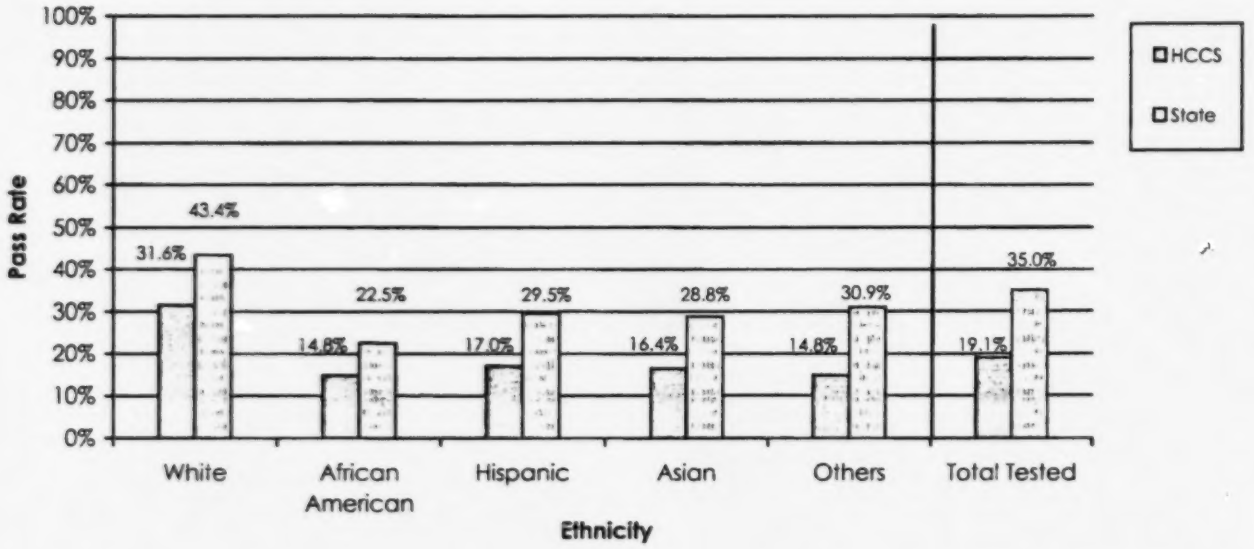
CREDIT DEVELOPMENTAL EDUCATION (Cont.)

TASP Passing Rate—Retake Attempts



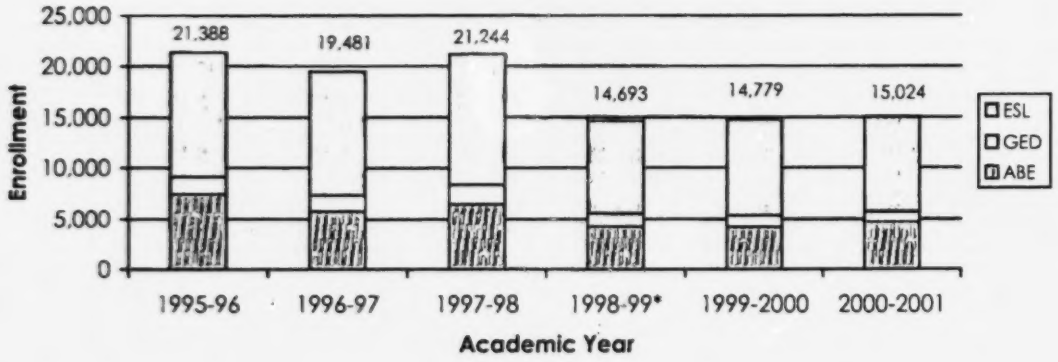
	WHITE		AFRICAN AMERICAN		HISPANIC		ASIAN		OTHERS		TOTAL TESTED	
TASP	# tested	%passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
HCCS	399	(31.6%)	560	(14.8%)	530	(17.0%)	440	(16.4%)	54	(14.8%)	1,983	(19.1%)
State 2-Yr. Institutions	14,528	(43.4%)	4,376	(22.5%)	9,385	(29.5%)	1,741	(28.8%)	1,248	(30.9%)	31,278	(35.0%)

Source: THECB Summary TASP Test Results, Retake Attempts, Academic Year 1999-2000, Community and Technical Colleges.

Students Included: Credit
Reported as of: Academic Year

ADULT EDUCATION AND LITERACY—1996-2001

ABE/GED/ESL Enrollment Trends



Academic Year	Adult Basic Education (ABE)	General Education Development (GED)	English-As-A-Second Language (ESL)	Total
1995-96	7,421 (34.7%)	1,668 (7.8%)	12,299 (57.5%)	21,388
1996-97	5,756 (29.5%)	1,539 (7.9%)	12,186 (62.6%)	19,481
1997-98	6,437 (30.3%)	1,879 (8.8%)	12,928 (60.9%)	21,244
1998-99*	4,263 (29.0%)	1,287 (8.8%)	9,143 (62.2%)	14,693
1999-2000	4,213 (28.5%)	1,154 (7.8%)	9,412 (63.7%)	14,779
2000-2001	4,721 (31.4%)	997 (6.6%)	9,306 (61.9%)	15,024

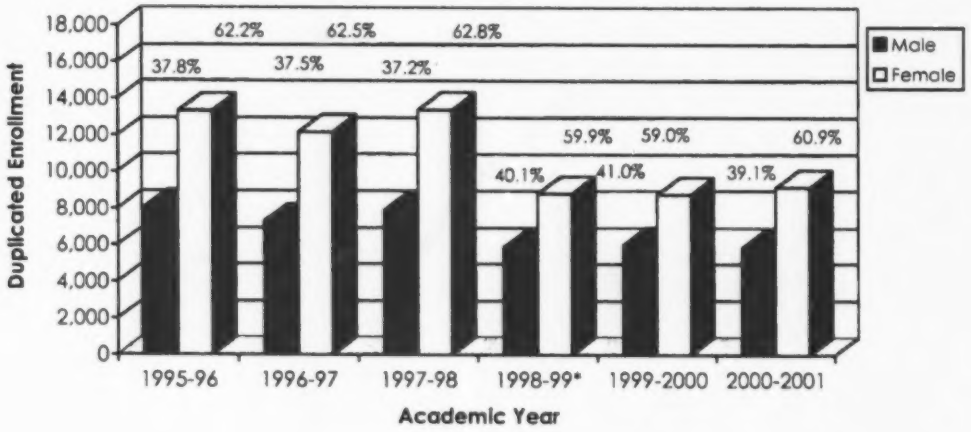
*The 1998-99 Annual Performance Report was based on data collected from the Adult and Community Education System, which generates an unduplicated count for that year. Individual students are counted only at the level at which they begin. This affects a drop in reported enrollment for the program totals given on the following pages.

Source: TEA Annual Performance Reports, 1996-2001.

Students Included: ABE/GED/ESL
Reported as of: End of Program Fiscal Year

ADULT EDUCATION AND LITERACY—1996-2001

ABE/GED/ESL Gender Trends



GENDER	1996	1997	1998	1999*	2000	2001
MALE	8,075 (37.8%)	7,311 (37.5%)	7,893 (37.2%)	5,893 (40.1%)	6,032 (41.0%)	5,876 (39.1%)
FEMALE	13,313 (62.2%)	12,170 (62.5%)	13,351 (62.8%)	8,800 (59.9%)	8,747 (59.0%)	9,148 (60.9%)
TOTAL	**21,388**	**19,481**	**21,244**	**14,693**	**14,779**	**15,024**

*See explanatory note on page 63.

Source: TEA Annual Performance Reports, 1996-2001.

Students Included: ABE/GED/ESL
Reported as of: End of Program Fiscal Year

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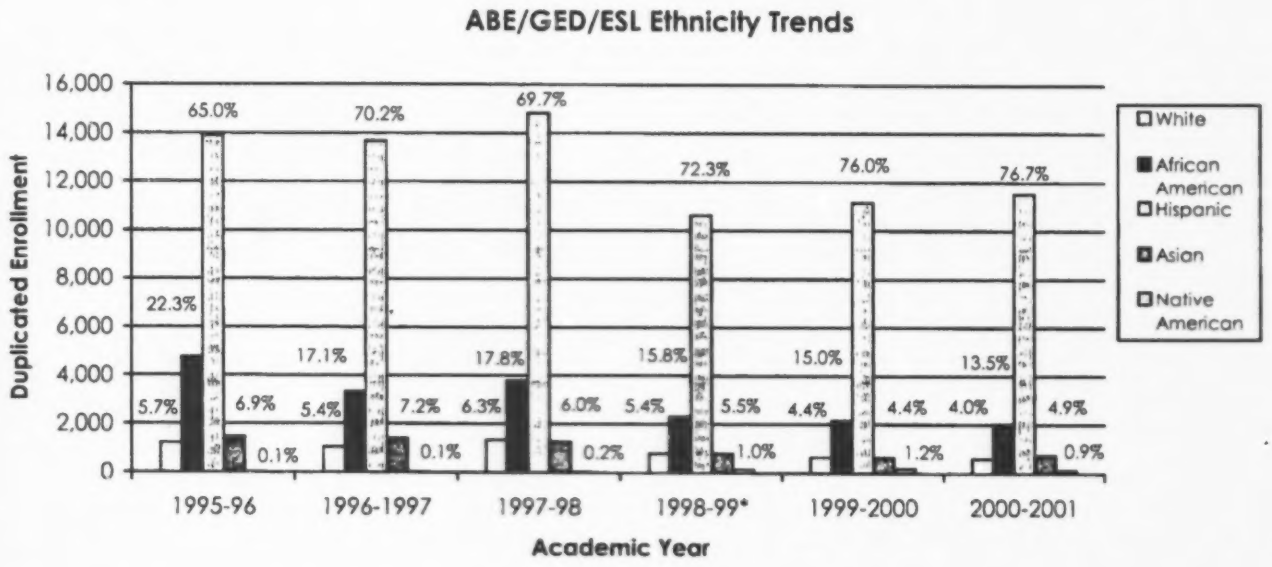
ADULT EDUCATION AND LITERACY—1996-2001



YEAR	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN	NATIVE AMERICAN
1995-96	1,219 (5.7%)	4,770 (22.3%)	13,902 (65.0%)	1,476 (6.9%)	21 (0.1%)
1996-97	1,044 (5.4%)	3,329 (17.1%)	13,683 (70.2%)	1,401 (7.2%)	24 (0.1%)
1997-98	1,344 (6.3%)	3,789 (17.8%)	14,799 (69.7%)	1,280 (6.0%)	32 (0.2%)
1998-99*	796 (5.4%)	2,321 (15.8%)	10,617 (72.3%)	809 (5.5%)	150 (1.0%)
1999-2000	644 (4.4%)	2,146 (15.0%)	11,163 (76.0%)	646 (4.4%)	180 (1.2%)
2000-2001	594 (4.0%)	2,029 (13.5%)	11,528 (76.7%)	742 (4.9%)	131 (0.9%)

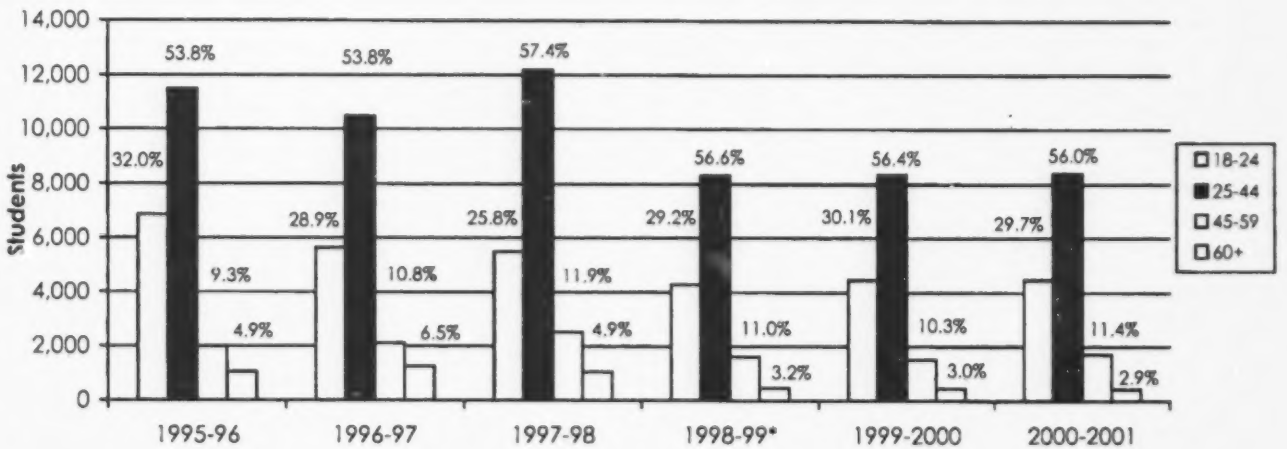
*See explanatory note on page 63.

Source: TEA Annual Performance Reports, 1996-2001.

Students Included: ABE/GED/ESL
Reported as of: End of Program Fiscal Year

ADULT EDUCATION AND LITERACY —1996-2001

ABE/GED/ESL Age Group Trends



Academic Year

Age	1995-96	1996-97	1997-98	1998-99*	1999-2000	2000-2001
18-24	6,853 (32.0%)	5,635 (28.9%)	5,493 (25.8%)	4,290 (29.2%)	4,461 (30.1%)	4,464 (29.7%)
25-44	11,502 (53.8%)	10,474 (53.8%)	12,189 (57.4%)	8,318 (56.6%)	8,341 (56.4%)	8,411 (56.0%)
45-59	1,986 (9.3%)	2,105 (10.8%)	2,518 (11.9%)	1,613 (11.0%)	1,525 (10.3%)	1,718 (11.4%)
60+	1,047 (4.9%)	1,267 (6.5%)	1,044 (4.9%)	472 (3.2%)	452 (3.0%)	431 (2.9%)
ALL	21,388	19,481	21,244	14,693	14,779	15,024

*See explanatory note on page 63.

Source: TEA Annual Performance Reports, 1996-2001.

Students Included: ABE/GED/ESL
Reported as of: End of Program Fiscal Year

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ADULT EDUCATION AND LITERACY—1996-2001

ABE/GED/ESL Employment Status Trend

STATUS	1995-96	1996-97	1997-98	1998-99*	1999-2000	2000-2001
EMPLOYED	6,503 (30.4%)	7,311 (37.5%)	7,313 (34.4%)	6,702 (44.6%)	6,721 (45.5%)	6,880 (45.8%)
UNEMPLOYED	14,885 (69.6%)	12,170 (62.5%)	13,931 (65.6%)	8,335 (55.4%)	8,058 (54.5%)	8,144 (54.2%)

*The ACES system provides that a person's employment status may change in the course of a year. Resultant duplication results in an additional 344 students.

ABE/GED/ESL Public Assistance Recipients

YEAR	RECEIVED PUBLIC ASSISTANCE
1995-96	3,701 (17.3%)
1996-97	2,414 (12.4%)
1997-98	1,903 (8.9%)
1998-99**	1,051 (7.2%)
1999-2000	874 (6.0%)
2000-2001	716 (4.8%)

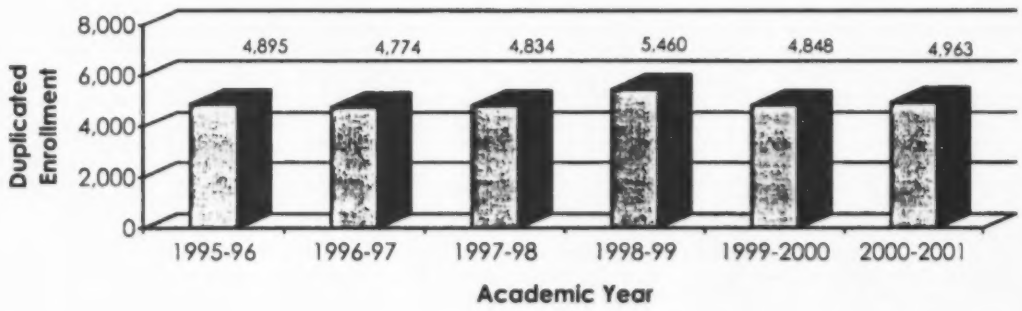
**See explanatory note on page 63.

Source: TEA Annual Performance Reports, 1996-2001.

Students Included: ABE/GED/ESL
Reported as of: End of Program Fiscal Year

ADULT EDUCATION—1996-2001

Adult Evening High School Enrollment Trend



ADULT EVENING HIGH SCHOOL TOP FEEDER HIGH SCHOOLS

The top ten feeder high schools for the Adult Evening High School Program are:

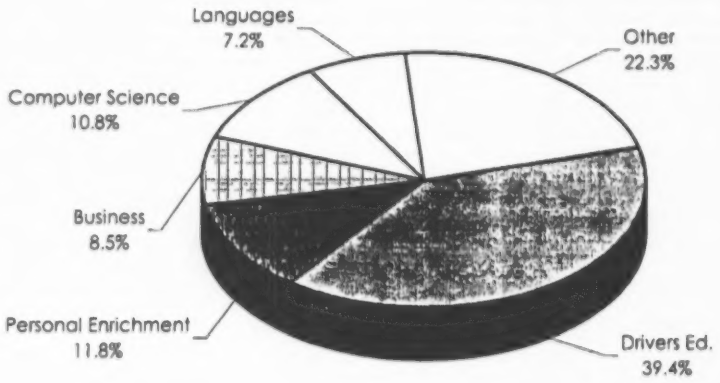
- Sam Houston
- Klein Forest
- High School for Criminal Justice and Law Enforcement
- Jersey Village
- Westfield
- Milby
- Reagan
- Jefferson Davis
- Kashmere
- Booker T. Washington

Source: HCCS Adult High School Records, 1996- 2001.

Students Included: Adult High School
Reported as of: End of Academic Year

CONTINUING EDUCATION—2000-2001

Continuing Education Enrollment Distribution



Enrollment = 6,853

COURSE TYPE	ENROLLMENT	
Drivers Education	**2,699**	**(39.4%)**
Adult/Teen Drivers Ed.	2,276	(33.2)
Commercial Truck Driver	423	(6.2)
Computer Science	**739**	**(10.8%)**
Languages	**495**	**(7.2%)**
English	295	(4.3)
Spanish	177	(2.6)
Other Languages	23	(0.3)
Business	**585**	**(8.5%)**
Personal Enrichment	**806**	**(11.8%)**

COURSE TYPE	ENROLLMENT	
Other	**1,529**	**(22.3%)**
Real Estate	14	(0.2)
Test Preparation	762	(11.1)
Art/Music	229	(3.3)
Recreation	159	(2.3)
College Orientation	150	(2.2)
Citizenship	8	(0.1)
Medical Training	4	(0.1)
Mathematics	203	(3.0)

Source: HCCS Report B2508, Fall 2000 to Summer 2001.

Students Included: Noncredit
Reported as of: Academic Year

INSTRUCTIONAL PROGRAMS—2001-2002

Program Areas for Associate Degrees in Arts and Associate Degrees in Sciences

Agricultural Science
Anthropology
Art
Biology
Chemistry
Chinese
Communications
Computer and Information Science
Computer Science Technology
Criminal Justice
Dance
Drama
Economics
Elementary Education, Teacher
English
French
Geography
Geology
German
Government
History
Japanese
Journalism, Broadcasting
Mathematics
Music and Commercial Music
Philosophy
Physical Education and Health
Physics
Pre-Engineering
Psychology
Russian
Sociology
Spanish
Speech

Source: HCCS Catalog, 2001-2002.

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INSTRUCTIONAL PROGRAMS (Cont.)

Program Areas for Associate Degrees in Applied Science and Certificates

Business, Marketing and Management
- Accounting
- Business Administration
- Business Technology
- Court Reporting
- Credit and Finance
- Fashion Merchandising
- Hotel/Restaurant Management
- International Trade
- Logistics
- Marketing Management and Research
- Real Estate
- Travel and Tourism

Commercial Arts
- Audio Recording/Video Production
- Broadcast Technology
- Commercial Art
- Fashion Design
- Graphic Arts/Printing Technology
- Interior Design
- Music Arranging, Composition and Production
- Music Business
- Music in Performance
- Photography

Engineering-Related Technologies
- Drafting and Design Technology
- Electronic Engineering Technology

Health Sciences
- Clinical Laboratory Technician
- Dental Assisting
- Diagnostic Medical Sonography
- Emergency Medical Services
- Health Information Technology
- Histologic Technician
- Human Service Technology
- Medical Assistant
- Nuclear Medicine Technology
- Nursing (Associate Degree and Vocational)
- Occupational Therapy Assistant
- Pharmacy Technician
- Physical Therapist Assistant
- Radiography
- Respiratory Therapist
- Surgical Technology

Information Technologies
- Computer Science Technology
- Geographic Information Science
- Technical Communication

Manufacturing and Construction Trades
- Building Maintenance Trade
- Carpentry
- Construction Technology
- Heating, Air Conditioning and Refrigeration
- Industrial Electricity
- Manufacturing Engineering Technology

Manufacturing and Construction Trades (Cont.)
- Machine Operations Technology
- Welding

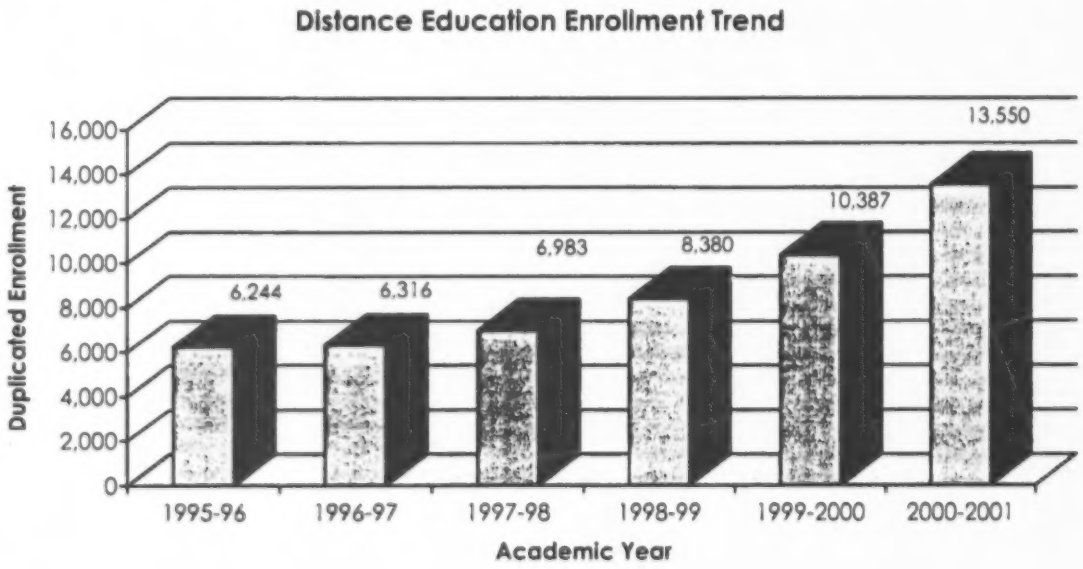
Public Service Careers
- Criminal Justice
- Fire Protection Technology
- Interpreting and Transliterating Technology
- Legal Assistant Technology

Science Technologies
- Biotechnology
- Chemical Laboratory Technology
- Environmental Technology
- Horticulture
- Process Technology
- Veterinary Paramedic

Transportation
- Automotive Technology
- Aviation Maintenance Technology
- Commercial Truck Driving
- Diesel Engine Mechanic and Repairer
- Industrial Equipment Operation, Maintenance and Repair (Lift Truck)

Source: HCCS Catalog, 2001-2002.

DISTANCE EDUCATION—1996-2001

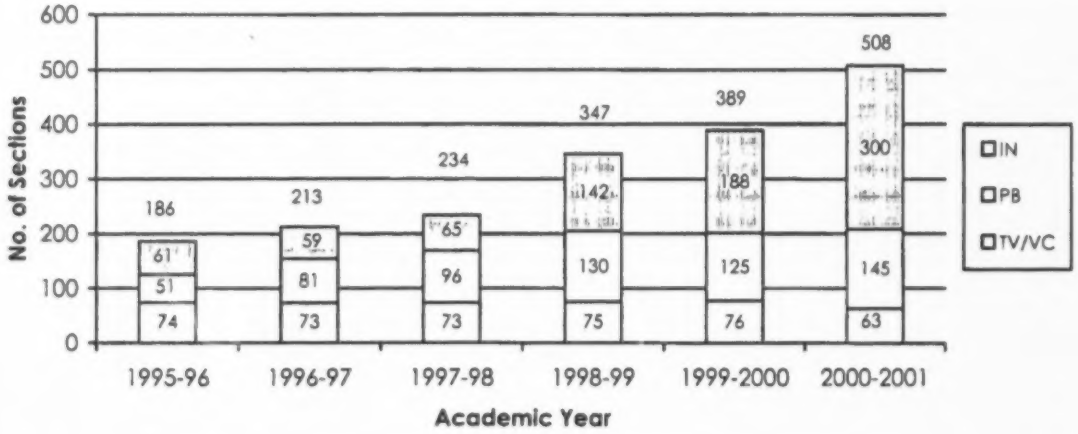


Source: HCCS Distance Education Records, 1995 to 2000; HCCS OIR DataMart Files, Fall 2000 to Summer 2001.

Students Included: Credit
Reported as of: End of Academic Year

DISTANCE EDUCATION—1996-2001

Distance Education Course Delivery Trends



ACAD. YR.	DELIVERY METHODS			NO. OF SECTIONS
	TV[1]/VC[2]	PB[3]	IN[4]	
1995-96	74	51	61	186
1996-97	73	81	59	213
1997-98	73	96	65	234
1998-99	75	130	142	347
1999-2000	76	125	188	389
2000-2001	63	145	300	508

[1] TV = Broadcast/Cable TV
[2] VC = Video Cassette
[3] PB = Print Based
[4] IN = Internet

Source: HCCS Distance Education Records, 1995 to 2000.
HCCS OIR DataMart Files, Fall 2000 to Summer 2001.

Reported as of: End of Academic Year

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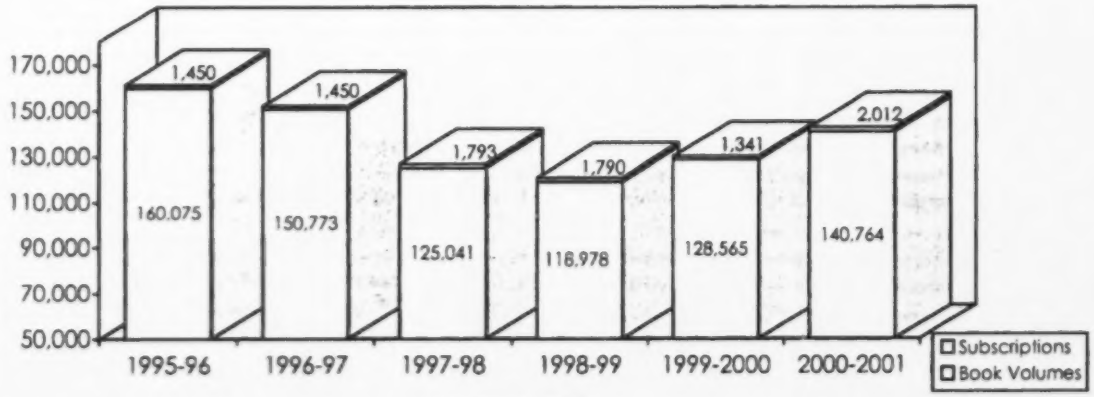
LIBRARY SERVICES—1996-2001

Total Volumes Trends



	Use of Library Services			Library Collection			
	Door Count	Interlibrary Loans	Materials Circulation	Book Volumes	Subscriptions	Total Volumes	Media Titles
1995-96	1,731,792	327	264,227	160,075	1,450	161,525	10,768
1996-97	1,560,000	162	243,457	150,773	1,450	152,223	11,463
1997-98	1,252,224	213	56,836[1]	125,041	1,793	126,834	13,348
1998-99	1,314,864	216	128,391	118,978	1,790	120,768	13,466
1999-2000	1,369,650	211	123,769	128,565	1,341	129,906	14,930
2000-2001	1,145,144	258	139,030	140,764	2,012	142,876	16,334

[1] The Library has altered the way in which Materials Circulation is figured.

Source: Texas State Library Reports, 1996- 2001.

Reported as of: Academic Year

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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